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PERSONAL MEMOIRS
OF
JAS. W. TURNER

WITH ILLUSTRATIONS

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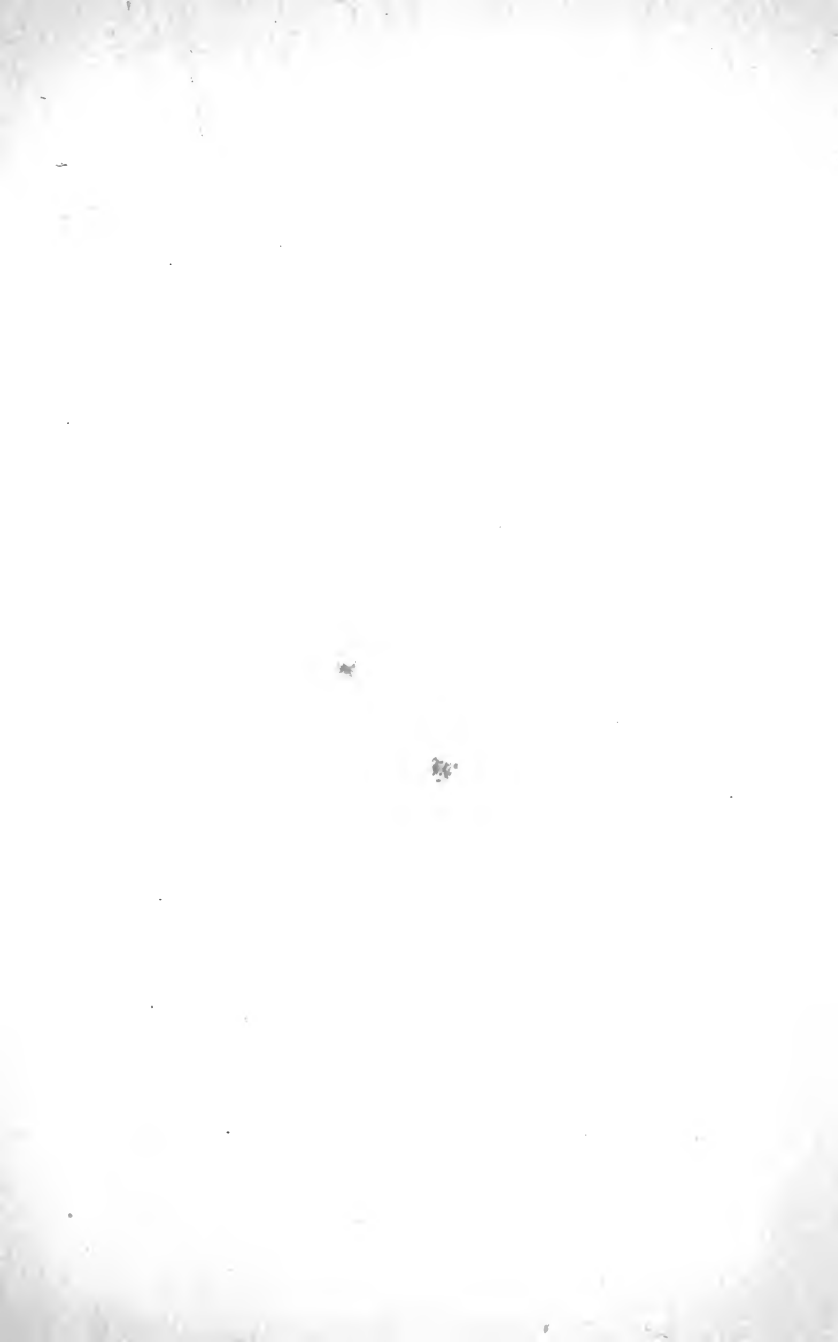
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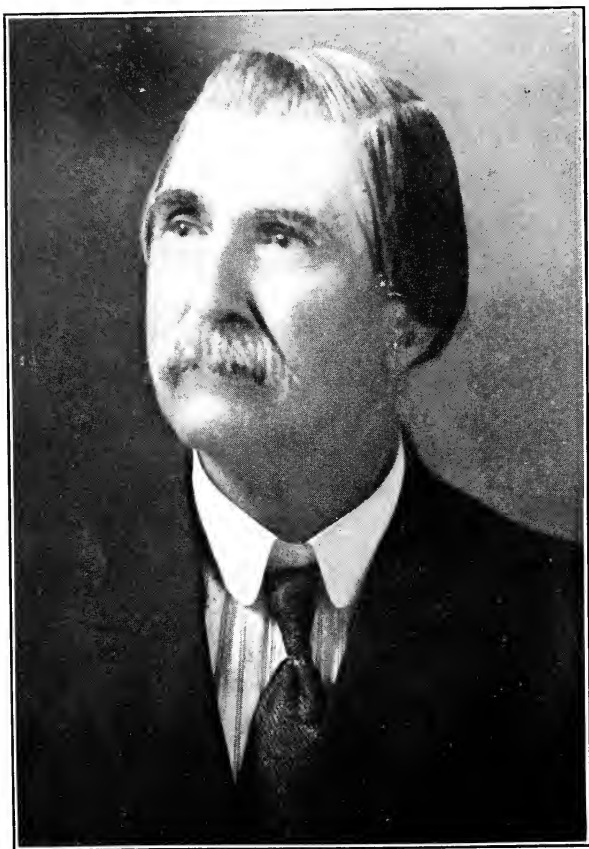
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JAS. W. TURNER

HALF A CENTURY
IN THE
SCHOOL ROOM

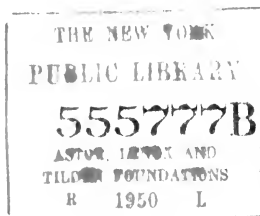
OR

PERSONAL MEMOIRS
OF
JAS. W. TURNER

CONTAINING SKETCHES OF THE AUTHOR'S ANCESTRY, HIS EARLY
SCHOOL DAYS, HIS LIFE WORK AS A TEACHER, THE EV-
OLUTION OF OUR PUBLIC SCHOOLS, HIS PUBLIC
ADDRESSES, GOLDEN JUBILEE EXER-
CISES, HIS EDITORIALS AND
VARIOUS OTHER
WRITINGS

WITH ILLUSTRATIONS

1920
TURNER PUBLISHING COMPANY
CARRIER MILLS, ILLINOIS



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BY
JAS. W. TURNER.

TO MY WIFE,
MILLIE (CUNNINGHAM) TURNER, WHOSE UNFALTER-
ING DEVOTION AND STEADFAST CHRISTIAN FAITH
HAVE BEEN A CONSTANT SUPPORT AND INSPIRATION
TO ME THROUGH THE ALMOST HALF A CENTURY OF
OUR WEDDED LIFE, THIS VOLUME IS AFFECTION-
ATELY DEDICATED.

CONTENTS

CHAPTER I

TURNER ANCESTRY—McDOLE ANCESTRY — FATHER'S FAMILY—MY BIRTH AND EARLY HOMES—EARLY TRAINING—TENNESSEE SCHOOL SYSTEMS—MY FIRST TEACHERS—MY REMEMBRANCE OF TEACHERS—STRONGEST REMEMBRANCE OF ALL—LATER TEACHERS—PASSING OF THE "OPEN" SCHOOL—TEXTBOOKS — SPELLINGS — "EXHIBITIONS".....	9
---	---

CHAPTER II

REMOVAL FROM TENNESSEE—AN INCIDENT—IMMENSE CROP OF 1864—AN AMUSING EXPEDITION—MY ILLINOIS TEACHERS—TEACHERS' TRAINING CLASS—PICTURES OF MEMORY—MY FIRST SCHOOL—SCHOOL MONTH AND YEAR—CONVENING THE SCHOOL—IMPROVEMENTS	27
--	----

CHAPTER III

WORK AT NO. 9—CHANGES IN SCHOOL LAW—TEACHERS' MEETINGS—MID-SUMMER MEETINGS—AN EARLY INSTITUTE — TEXT-BOOK UNIFORMITY — IMPROVEMENTS—AMUSING INCIDENTS—LEADING FAMILIES—MY MARRIAGE AND FAMILY—BUILDING A HOME—WORK AT NO 6—RETURN TO NO. 9—SPECIAL SPRING TERMS	43
---	----

CHAPTER IV

REMOVAL TO STONEFORT—FINISHING THE TERM—BUYING A HOME—LEARNING TELEGRAPHY—SPECIAL SPRING TERMS—A HELPING HAND—HIGH SCHOOL BRANCHES—COURSE OF STUDY—ACCEPTING THE MARION SCHOOL—INSTITUTE OF 1883—A HARD YEAR'S WORK	58
---	----

CHAPTER V

BACK TO THE FARM—"WHITE" SCHOOLHOUSE AGAIN—AT CRAB ORCHARD—GROWTH OF SPRING TERMS—HOME IN CRAB ORCHARD—FOUNDING CRAB ORCHARD ACADEMY—THE BUILDING AND CAMPUS—OPENING OF THE SCHOOL—TWENTY TERMS OF WORK—GOOD ACCOMPLISHED—PRESENTATION OF GOLD WATCH—TAKING LEAVE OF THE SCHOOL—NEWSPAPER COMMENTS—RETROSPECT OF THE ACADEMY	69
--	----

CHAPTER VI

RETURN TO STONEFORT—PLATONIAN LITERARY SO-	
--	--

CIETY—THE HIGH SCHOOL—SPECIAL SPRING TERMS —SPRING ATTENDANCE—HIGH SCHOOL GRADUATES —STONEFORT STUDENT—CORPORAL PUNISHMENT— REMOVAL TO CARTERVILLE—CARTERVILLE HIGH SCHOOL—BEGINNING WORK—FIVE YEARS OF WORK —SPECIAL SPRING TERMS—FIRST GRADUATES— PARTING WORDS	89
---	----

CHAPTER VII

WORK AT CREAL SPRINGS—SPIRIT OF ENMITY—GRAD- UATING CLASSES—RECEPTION OF OLD SOLDIERS— ADDRESS OF WELCOME—SECOND CLASS—MISS GIB- SON'S VALEDICTORY—PRESENTATION OF DIPLOMAS —THIRD CLASS—KNOCKERS AND KICKERS—BOARD OF EDUCATION SPEAKS.....	104
---	-----

CHAPTER VIII

AT STONEFORT AGAIN—CLASS OF 1910—AT CARRIER MILLS—CARRIER MILLS STUDENT—HIGH SCHOOL COURSE—PUPILS BECOME TEACHERS—SPECIAL SPRING TERMS—FOURTH TIME AT STONEFORT— LAST CLASSES AT STONEFORT—TWELVE YEARS OF WORK—AT CARRIER MLLS AGAIN—RECOGNIZED THREE-YEAR HIGH SCHOOL—PROGRESS OF THE SCHOOLS—GRADUATING CLASSES.....	120
--	-----

CHAPTER IX

HARRISBURG TOWNSHIP HIGH SCHOOL—MARION TOWN- SHIP HIGH SCHOOL—HERRIN TOWNSHIP HIGH SCHOOL—JOHNSTON CITY TOWNSHIP HIGH SCHOOL —CARTERVILLE COMMUNITY HIGH SCHOOL—FOUR RECOGNIZED HIGH SCHOOLS—HIGH SCHOOL TUITION LAW—HIGH SCHOOL ADDRESS.....	131
--	-----

CHAPTER X

D. G. YOUNG—DR. A. N. LODGE—DR. J. M. FOWLER— JOHN H. DUNCAN—T. J. YOUNGBLOOD—M. N. SWAN— R. O. CLARIDA—J. W. MCKINNEY—R. E. RHINE—B. D. GATES	153
---	-----

CHAPTER XI

EGYPTIAN PRESS COMMENTS—WILLIAMSON COUNTY NEWS COMMENTS—DR. G. R. BREWER'S INTRODUC- TORY—MRS SPARKS' POEM—DR. D. B. PARKINSON'S ADDRESS—J. W. MCKINNEY'S ADDRESS—W. O. POT- Ter's ADDRESS—S. L. ROPER'S ADDRESS.....	184
---	-----

CHAPTER XII

JOHN H. DUNCAN'S ADDRESS—W. L. MOTSINGER'S AD- DRESS—J. W. PEEBLES' ADDRESS—MRS. BREWER'S JUBILEE SONG—LETTERS OF APPRECIATION—GOLD- EN JUBILEE REGISTRATION—MY GRADUATES— MISCELLANEOUS	216
--	-----

CHAPTER XIII

GREETING—HIGHER IDEALS—SPIRIT OF INVESTIGATION
—BOOT-LEGGING—THE GREAT EMANCIPATOR—
FITZHUGH LEE—THE GATES METHOD—OUR
SCHOOLS—MEMORIAL DAY—THE MODERN NEWSPA-
PER—EDWIN C HEWETT..... 257

CHAPTER XIV

THE TEACHER—MEMORIES OF THE GENERAL LYON
DISASTER—LESSONS OF THE FLAMES—DEWEY'S
GREATNESS—OUR NATION'S HOPE—OUR TREES—
ARBITRATION—PEARY'S ARCTIC EXPEDITION—JOHN
PAUL JONES—GOOD LITERATURE—CROOKEDNESS—
UNIVERSITY OF ILLINOIS—PEACE SEEMS NEAR—
LAUNCHING THE KANSAS—A FALLEN MAN—ESSEN-
TIALS 276

CHAPTER XV

TREATY SIGNED—HISTORY REPEATED—OUR BIG DITCH
—GENTLE TERMS—THE COUNTRY PAPER—ROOSE-
VELT'S DARING NATURE—THE HALL OF FAME—
HIGHER EDUCATION—WILL HE SUCCEED?—HAZING
—SPIRIT OF REVOLUTION—BOSSISM REBUKED—
THANKSGIVING—HE HAS FALLEN—FROM SENATE
TO PRISON—ECHOES FROM ROOSEVELT'S SOUTHERN
TOUR—THE NEW YEAR—NORTHWEST PASSAGE..... 299

CHAPTER XVI

RESULTS OF AGITATION—WORDS THAT LIVE—SHALL
WE KILL?—TEACHERS' SALARIES—MOB VIOLENCE—
THE REAL SUFFERERS—TOWNSHIP HIGH
SCHOOLS—A BEAUTIFUL LIFE—MAKES THEM SICK
—DOWIE HAS FALLEN—WOMAN SUFFRAGE—OUR NA-
TION'S CHARITY—CONVICT LABOR—SPIRIT OF HAR-
MONY 330

CHAPTER XVII

SELLING VOTES—SOUTHERN ILLINOIS NORMAL—AN-
DREW CARNEGIE—POWER OF THE PRESS—STATUE
OF LIBERTY—QUITE A DIFFERENCE—SENATOR O H.
BURNETT—LET US HAVE PEACE—SPELLING RE-
FORMS—ROOSEVELT AND BRYAN—FROM SENATE
CHAMBER TO PRISON CELL—EVADING JUSTICE—
SHORTAGE OF TEACHERS—OUR HIGH SCHOOLS—
EDISON'S ACHIEVEMENTS—SOUTHERN SYMPATHY—
SCHOOL CONSOLIDATION—VALEDICTORY—A VACANT
CHAIR 366

CHAPTER XVIII

OLDEST SCHOOL RECORD IN WILLIAMSON COUNTY—
THEN AND NOW—CLOSING WORDS..... 409
PERSONAL INDEX

PREFATORY

To write the story of my work in the schoolroom, at teachers' meetings, county institutes, and other educational organizations during the past half century is to write an account of the evolution of the public schools in Southern Illinois during the same period of time.

I have witnessed, with deep interest and great anxiety, the constant changes and upward tendency of our schools and school system from their primitive conditions in 1866—when I entered the profession of teaching—to the present day.

This development has not been exceedingly rapid at all times, but it has been constant. As these changes occurred little by little, one was scarcely conscious of the advancement that was really being made. But when I reflect on the conditions that prevailed in our schools in 1866, in comparison with the conditions that exist to-day, I realize quite vividly the marvelous development and wonderful changes that have occurred during my years of labor in the schoolroom.

These pages have been written in response to the earnest and pressing solicitation of hosts of my former pupils, and many of my fellow teachers, who desired a book of this kind from my pen. I have endeavored to give an accurate and thorough sketch of the development of our public schools for more than half a century, and my connection with them.

If the book shall prove to be a source of information or entertainment to my former pupils and friends who read it, or shall in any way rekindle a spark of inspiration in their lives, my highest hopes will have been realized.

JAS. W. TURNER.

ILLUSTRATIONS.

Jas. W. Turner	-	-	Frontispiece
My first certificate	-	-	Facing Page 39
Mrs. Jas. W. Turner	-	-	" 53
Crab Orchard Academy	-	-	" 73
D. G. Young and Dr. A. N. Lodge	-		" 155
Dr. J. M. Fowler and John H. Duncan			" 161
T. J. Youngblood and M. N. Swan	-		" 167
R. O. Clarida and J. W. McKinney	-		" 173
R. E. Rhine and B. D. Gates	-		" 179
Our "Little Home on the Hill"	-		" 187

HALF A CENTURY IN THE SCHOOL ROOM
OR
PERSONAL MEMOIRS OF JAS. W. TURNER
CHAPTER I

TURNER ANCESTRY—MCDOLE ANCESTRY—FATHER'S FAMILY—MY
BIRTH AND EARLY HOMES—EARLY TRAINING—TENNESSEE
SCHOOL SYSTEMS—MY FIRST TEACHERS—MY REMEMBRANCE
OF TEACHERS—STRONGEST REMEMBRANCE OF ALL—LATER
TEACHERS—PASSING OF THE "OPEN" SCHOOL—TEXTBOOKS—
SPELLINGS—"EXHIBITIONS"

TURNER ANCESTRY.

THE ancestors of the Turners were of English descent. From the best accounts obtainable it appears that they were among the early Puritans who came to America to escape the religious and political oppressions of their native country. They first settled among the Virginia colonists, and later migrated to Carolina, finally locating in the part that became North Carolina when the colony was divided.

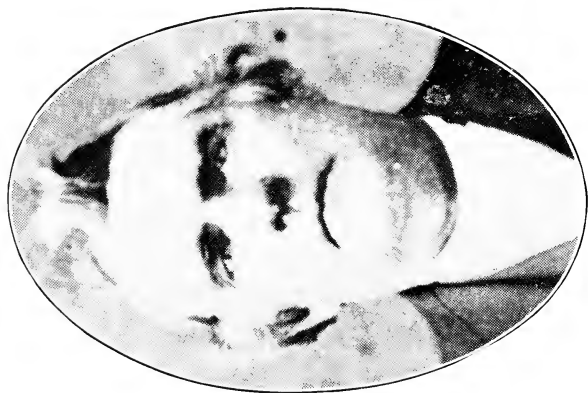
At the breaking out of the Revolutionary War, John Turner became an officer in the American army, and served through the entire conflict, being with Washington during the terrible winter at Valley

Forge. One of his sons, also named John, and who was born in North Carolina, removed to the "West," and settled in what is now Simpson county, Kentucky, about the time the state was admitted to the Union.

His family consisted of nine children, eight sons and one daughter. He died in Simpson county, Kentucky, in 1826. His children were: John, Thomas, Charles, Joseph, Archeleus, Henry, William, Sallie and Elijah. Of these Thomas and Charles were twins. My father, Elijah Turner, was the youngest of the nine children, and was born in Simpson county, Kentucky, September 2, 1826. His mother was Martha (Williams) Turner, also of English descent, the earlier ancestors being among the Carolina settlers. She died in Simpson county, Kentucky, in 1826. As the parents both died when my father was but an infant, the care of rearing and educating him fell upon the oldest brother, John. This paternal care was most faithfully continued until my father was of sufficient age to care for himself.

In 1869 my father and I visited this elder brother, John, who had a beautiful home near Ash Grove, in Greene county, Missouri, not far from the old battle ground of Wilson's Creek, where General Nathaniel Lyon was killed in August, 1861. My father had not seen this older brother, who had been to him almost as a father, since the early forties, and the meeting with him was indeed a most joyous one. The





ELIJAH TURNER

FATHER AND MOTHER



MATILDA (NICKLE) TURNER

pleasures and enjoyments of that visit will remain with me through life. It was while on this visit that I heard my uncle John relate that his grandfather, John Turner, was an American officer under General Washington, and was with him at Valley Forge.

MCDOLE ANCESTRY.

My mother was Matilda (McDole) Turner, daughter of William and Patsey (Clayton) McDole, and was born in Logan county, Kentucky, June 3, 1820. The McDoles were of Scotch-Irish descent, and were among the early colonial settlers. William and Patsey McDole's family consisted of six sisters and two brothers. The sisters were: Matilda, my mother, who married Elijah Turner; Mahala, who married Caswell Greer; Jane, who married Munfred Campbell; Elizabeth, who married Green C. Jones; Margaret, who died in early womanhood; and Nancy, who was never married. One of the brothers, Richard, married Martha Jane Conner, and remained on the old homestead in Logan county, Kentucky, during his entire life. The other brother, John, was a "49er," and spent several years in the gold-fields of California. None of these are now living. They all died in Logan county, Kentucky, except my mother, Jane and Elizabeth, who died in Illinois.

Father died in Williamson county, Illinois, September 15, 1906, from injuries received from a runaway team. He died at the age of eighty years, in the same room where my mother had died in 1882,

at the age of sixty-two years. The farm on which they died is widely known as the "burnt cabin" farm, from the fact that a log cabin which was occupied by hunters of an early day was burned here, having caught fire from the burning of "barren grass," which was very abundant at that time. They both had occupied this beautiful home since 1864, when my father bought it from William Stilley, and moved there from Saline county, Illinois. My father and mother were both devout Christians, and were life-long members of the Baptist church. They now sleep side by side in the cemetery at Pleasant Grove church, near Crab Orchard, in Williamson county, Illinois.

FATHER'S FAMILY.

The family of father and mother consisted of seven brothers and one sister, as follows: Jas. W., John W., Martha Jane, Richard T., Gus H., Robert F., Geo. W., and Francis M. The latter two were twins. Richard T. and Francis M. died in infancy in Tennessee, and Gus H. died in Williamson county, Illinois, in 1866, at the age of ten years. The others all married and reared families, except Martha Jane, who married Albert Jerdon, and to whom no children were born. My sister, who lives near Rector, Arkansas, and I are the only two of the family now living. By a second marriage of my father there were two other children, Olive and Moody, both of whom are married.

BIRTH AND EARLY HOMES.

In Robertson county, Tennessee, on Sunday, February 20, 1848, my eyes first saw the light of day. The house in which I was born was the proverbial "log cabin," and it stood near the head waters of Spring Brook, a beautiful little stream that ripples over pebbles and gravel in its meanderings through woodland and meadow, until it finds its way into Red River, near "Dripping Springs" bluff, in Simpson county, Kentucky. The last time I looked upon the building it was crumbling down; the roof had fallen in, and it seemed only an emblem of quiet and rapid decay. Perhaps no trace or mark of its site could now be found.

As father and mother owned no home at their marriage, they lived as renters until they could accumulate sufficient means to buy a home of their own. For awhile they lived on grandmother McDole's farm in Logan county, Kentucky. My father was a splendid teamster and engaged in hauling for the community, in connection with his farm work. He and mother were both hard workers, and in a few years, by their industry and economy, had saved enough to buy a little home of their own. They first bought a small farm that was in a poor state of cultivation, but my father improved it rapidly, and after a short period of cultivation he sold it at a fair profit and purchased a larger farm. This farm he also improved rapidly, and in a few years he sold it

for a good price, and next bought the old "Bell farm," a much larger and better farm than either of the other two. These three homes were all in Robertson county, Tennessee, and were all in the same vicinity. This latter farm was improved and put in a high state of cultivation, and it was our home until we removed to the state of Illinois in October, 1863.

EARLY TRAINING.

It was on this farm that I received the most of my early training in farm work. Father was a very careful, energetic, and painstaking farmer. He was very careful in applying the proper kinds of fertilizers for the various crops to be grown. He always prepared the soil thoroughly by plowing, harrowing, rolling, and dragging it until well pulverized. Then the planting and cultivating were done in the same careful manner, and at the right season of the year. He knew these plans to be essential to the production of an abundant harvest. This manner of farming brought not only large quantities of the various crops, but also products of the highest quality. Father employed these same careful methods of farming after removing from Tennessee to Illinois, and he continued them as long as he was able to engage in farm work of any kind. His farms were always models of beauty, neatness and thrift.

He instilled his plans and methods of farm work into my early boyhood life so thoroughly that I well remember them to this day. We raised a great deal

of cotton and tobacco in connection with other farm products, and I know the process and method of caring for all of them from the time the soil is prepared until the harvesting has been completed and the product ready for use, or for the market. These lessons of doing work well and with care, taught to me by my father on this old "Southern plantation," have remained with me through life, and are still an inspiration to me in my work. Many pleasant memories yet cluster around the scenes of this old Southern home, and to me they can never grow dim, or lose their charm.

"Where is the heart that doth not keep,
With its inmost core,
Some fond remembrance hidden deep,
Of days that are no more?"

EARLY SCHOOL SYSTEM.

No general public school system existed in the state of Tennessee during my early school days. The schools of the rural communities consisted only of an occasional private "subscription" school. The length of term varied much, and was arranged to suit the convenience of patrons and teacher. The schools usually occurred during the summer or autumn seasons, although winter terms were sometimes taught.

The schoolhouses were generally built of logs, and were erected by the citizens themselves, and located in the most convenient place for the accommodation of the children in the various communities. Some-

times a church building was used for the school when no regular school building was convenient, and occasionally a private dwelling was used for that purpose. As parents paid the tuition, they had the privilege of sending their children to any school they might select. It was no uncommon thing for children to walk from two to four miles to reach school. I walked that distance to every school that I attended in Tennessee. The methods of heating, lighting, and ventilation were of the crudest kind. The heat was supplied from the old style open "fireplace," and the wood for fuel was usually cut and carried to the building by the pupils and teacher. Ventilation was secured only through the capacious "fireplace" and open door. Light was admitted through a single window formed by cutting one of the logs from the building at a distance of about four feet from the floor, and nearly the entire length of the house. This open space was filled with small panes of glass placed side by side, or with oiled paper, and this constituted the only means of lighting the entire room. Under this long, narrow window was placed a wide board supported by wooden pins driven into the wall, and upon this board all the writing of the school was done. After each recitation the pupil was allowed to write from four to six lines at this "writing shelf." The pens were all of the goosequill make, and most of the teachers and larger pupils were experts at making them. In spite of all these poor conditions

many of the pupils succeeded well in learning to write.

LATER SCHOOL SYSTEM.

In 1870, the year in which Illinois adopted the constitution that gave us our present school system, Tennessee also adopted a constitution that gave the state its present public school system. Article XI, of that constitution makes the following provision for free schools: "Knowledge, learning and virtue, being essential to the preservation of republican institutions; and the diffusion of the opportunities and advantages of education throughout the different portions of the state, being highly conducive to the promotion of this end, it shall be the duty of the General Assembly in all future periods of this government to cherish literature and science." By authority of this provision Tennessee now has a splendid public school system based on laws passed by the General Assembly in 1873, and amended in 1885. These amendments permit incorporated towns and cities to establish graded high schools that are recognized by the State. Since then other amendments have added much to the efficiency of the public school system. Nashville, the capital of the State, has long been known as the "Athens of the South" because of its numerous and excellent educational institutions.

MY FIRST TEACHERS.

Among my early teachers in Tennessee were Alex.

Blaine, Andy McGlothen, Harrison Clayton, Sanford Granger, Newton Steele, and James O. Shannon. The buildings in which I attended school were known as the William George schoolhouse, the Isaac Steele schoolhouse, and Bethany, a Freewill Baptist church which was frequently used for school purposes. The William George schoolhouse and Bethany were located in Robertson county, Tennessee, and the Isaac Steele schoolhouse was located on a hill overlooking Spring Brook, near "Dripping Springs" bluff, in Simpson county, Kentucky, and only a few hundred yards from the residence of Isaac Steele. This residence was located immediately on the line between Tennessee and Kentucky, and at the exact point where Logan and Simpson counties, Kentucky, cornered, and joined with Robertson county, Tennessee. The building thus occupied parts of two states and of three counties. It was in this home that my father and mother were married in 1847, the owner, who was a Baptist minister, performing the marriage ceremony. It was at Bethany that father and mother held their church membership until they removed to Illinois. Each of these school buildings had an abundance of spring water near by, and the pupils greatly enjoyed the privilege of going to the spring for a pail of fresh spring water for the school. Usually two pupils were allowed to go after the water, and when the teacher thought they did not return soon enough he kept them in at recess to pay the

penalty. I have paid this penalty myself on many occasions.

MY REMEMBRANCE OF TEACHERS.

I have a very distinct recollection of most of my early teachers, and each one is remembered from certain impressions stamped upon my boyhood life. Alex. Blaine was my first teacher. I can recall that I was very shy of him at the beginning of school, but as he was very kind to me I soon learned to think a great deal of him, and learned quite rapidly in his school. Andy McGlothen was my second teacher, and he recurs to me as a rather harsh teacher, feared by most of his pupils. He held himself apart from his pupils as though he felt himself above them in social life. His lack of familiarity with the pupils turned most of them from him, and this in turn caused a lack of confidence by the parents. These conditions made the task of government in his school a very difficult one, and he never returned to the same vicinity for another school. I remember Sanford Granger as a great lover of school games of all kinds. He was a very fast runner, and none of the larger pupils were his equals in a game of base, or any other game in which swift running was a factor. He could knock the ball farther than any of them in a game of "town ball," and seldom missed when at the bat. He could jump a great distance, and could turn all kinds of handsprings. Yet he required good lessons and good deportment of his pupils, and they

all made rapid progress in their studies. He was a general favorite with all the pupils and patrons of his school.

STRONGEST REMEMBRANCE OF ALL.

The most vivid and lasting impressions made on me by any of my early teachers were made by Harrison Clayton. There are many reasons why these impressions cling to me with such tenacity. One is the fact that while attending his schools I was at the right age for impressions to be lasting. Again, the method of bestowing these remembrances upon me had much to do with their permanency. This bestowing was usually done with the beech rod, the hickory withe, or the ferule. These copious and frequent showers of stripes were dealt out on my back, shoulders and palms by one who was a regular expert at the business, and who seemed to take a great delight in the process. If there was any real delight about the affair at all, it was all for the teacher, none for me. These numerous and unforgettable floggings usually resulted from the fact that I was no "schemer" in school, and could not "get by" like many other pupils did. I always had an inherent, ardent desire for drawing while in school. This was then considered as absolutely a loss of time, and was classed as a very great crime in school, and one requiring severe punishment. Almost every day, after I had prepared my lessons to some extent, the desire to draw would seize me, and immediately I would be

at the job. I would become so completely absorbed in the drawing that I would forget to "watch the teacher," as most pupils do who practice "scheming," and suddenly he would approach from some unexpected corner, observe what I was doing, and would, then and there interfere with my drawing exercises by raining a shower of stripes upon my back and shoulders from close quarters. But this did not kill my desire for drawing, and soon the same thing would occur again. My love for pictures and drawing now is as intense as it was then, and teaching these subjects is one of my greatest delights in school work to-day. THEN pupils were punished FOR drawing, NOW we punish them for NOT drawing. Quite a difference between then and now.

Another cause for my frequent floggings was that of "laughing out" in school. When I saw anything really amusing or funny, I soon became so completely filled with amusement that my only relief was a sudden, outright laugh, and that without any reservation. It was not intended as an act of meanness or disobedience on my part, yet the teacher considered it as such, and he immediately proceeded to inflict the usual penalty. No doubt there were many other acts of mine in his schools that justified prompt and severe punishments. As I view the matter now I think the teacher did what he thought was for the best interests of the school and for me, although at that time I was inclined to attribute wrong motives

to him. He was an own uncle to my mother, and I really thought that he extended those tokens of attention to me simply because he was my big uncle, and I was his little nephew. I am now perfectly satisfied that there were other causes for my punishments instead of that of kinship. Notwithstanding all of this I learned very rapidly at his schools, and to-day I adore his memory. He has long ago passed to his reward. Peace be to his ashes.

LATER TEACHERS.

Newton Steele, whose schools I attended at the age of about ten or eleven years, was a very quiet, moral, upright man, and was held in high esteem by the entire community. His father, Isaac Steele, was a Baptist minister, and had reared his children with great religious care. Newton was an excellent scholar for that day and had no trouble in securing a school when he wanted one. I attended two or three of his schools, and to his skill in teaching, and to his earnest efforts for my improvement and progress, I owe much. From him I received my first serious inspirations to work upward in educational lines.

My last teacher in Tennessee was James O. Shannon. He, like Newton Steele, was reared in our community, and was looked upon as an excellent instructor and a good disciplinarian, and could secure a school without any difficulty. He was a splendid mathematician, and he encouraged me to put forth my best efforts in the study, telling me that I had

some talent in that direction. His mastery of the subject was so complete and so enchanting to me that it kindled within my bosom a spark of love for the science that has never ceased to burn. I have loved the science, in its various branches, with an increasing ardor from the time I attended his schools to the present day. He engaged in teaching frequent terms until the Civil War brought confusion and chaos to such an extent in that part of Tennessee that schools in the rural communities were almost entirely abandoned.

PASSING OF THE "OPEN" SCHOOL.

It was about the time of my school days in Tennessee that the change from the "open" school to the "silent" school was being made. Of my early teachers, Alex. Blaine, Andy McGlothen, and Harrison Clayton used the "open" school method. Sanford Granger, Newton Steele, and James O. Shannon conducted their schools by the "silent" method. The "open" school was a very noisy affair. All the work in the preparation of the various lessons was done aloud. We called it "studying out loud," and when the whole school was thus engaged, the noise was almost deafening, and there was no opportunity to "seek solitude for thinking." It was this element of noise and confusion that gradually changed the sentiment from the "open" school to the "silent" school. Yet, for many years, there were strong advocates of the "open" method. Notwithstanding all of this

noise and confusion, and the poorly equipped conditions of the schools, many pupils learned the subjects well and made rapid progress in their work. They learned and succeeded, not because of these conditions, but in spite of them.

TEXTBOOKS, SPELLINGS, AND EXHIBITIONS.

There was no uniformity of textbooks, except that the pupils all used "Webster's Elementary Speller," usually called the "blue-back speller." Most of the spelling lessons in this book were immediately followed by appropriate and attractive reading exercises. These readings contained the new words that appeared in the preceding spelling lesson, and thus the pupils were taught the correct and appropriate use of words in sentences. By this arrangement the book was adapted for reading purposes, and was used for this until the pupils became fairly good readers. Many of the reading lessons were illustrated by appropriate cuts. These lessons were all thoroughly learned and enjoyed by the pupils. Another textbook of almost universal usage at that time was "Ray's Practical Arithmetic." The matter in this book was so arranged as to give the pupils very thorough and extensive drills in all classes of practical problems in connection with the science of numbers. When the pupils completed the work of this book they were usually proficient both in the science of numbers and in the art of computing by them. As Webster's book made many pupils "apt"

in spelling, so Ray's book made many "apt" in arithmetic. I have a copy now of these old books in my library, and frequently renew my old-time acquaintance with them by a perusal of their familiar pages.

The spelling lessons were the only ones recited in classes, the others all being recited singly. The large spelling classes, sometimes extending almost around the entire room with the pupils standing, recited long spelling lessons from "Webster's Speller" twice each day. These spelling lessons, together with the Friday afternoon "spelling matches," were hobbies with nearly all of the teachers, and most of the pupils became excellent spellers. I am of the opinion that the use of this old "blue-back speller" made more really good spellers than that of any other speller yet published. I am not pleading for a return of this old, discarded book, or for those old methods of teaching spelling. I have simply related what has been accomplished by them. I shall always advocate new textbooks and new methods of teaching when we can get better results from them than from the old one.

Another hobby with the teachers and pupils of that day was the almost universal custom of preparing a program of exercises for the entertainment of the public on the closing day or night of the school. These exercises consisted of readings, essays, recitations, declamations, dialogues and plays, and were not very unlike the closing exercises of schools at

the present time. The exercises were then called "exhibitions," and they were usually attended by vast throngs of people, many of them coming from a great distance. I have a very vivid recollection of the exercises of one of these "exhibitions" that was held a few miles from our home. It was held at Black Jack, Tennessee, the little village where we received our mail and did our shopping. An Academy had been erected there through the efforts of Daniel Simmons, a relative of my mother, and a most excellent scholar and teacher. The building was well equipped with good seats and desks, had some nice charts and maps, and was furnished with a small organ and some other fixtures that made it a very attracting school building. The exercises for the "exhibition" were prepared with much care, and were of a little higher order than the usual exercises for such occasions. The music by the organ and singers was very charming, and the entire program was impressive and entertaining in the highest degree. Oh, how I envied the pupils of that school! or, rather, how I longed for the day when I might have the opportunity of attending school at an Academy myself.

CHAPTER II

REMOVAL FROM TENNESSEE—AN INCIDENT—IMMENSE CROP OF
1864—AN AMUSING EXPEDITION—MY ILLINOIS TEACHERS—
TEACHERS' TRAINING CLASS—PICTURES OF MEMORY—MY
FIRST SCHOOL—SCHOOL MONTH AND YEAR—CONVENING
THE SCHOOL—IMPROVEMENTS

REMOVAL FROM TENNESSEE.

JUST before the breaking out of the great Civil War my father had moved a family of the Claytons, relatives of my mother, from Tennessee to Saline county, Ill., by wagons. He was favorably impressed with the soil and climate as being well adapted to farming and stock raising. While in Illinois he prospected through Williamson county, and was so pleased with the conditions that he selected a choice farm located north of Crab Orchard and just west of Pleasant Grove church, then known as the Starrett farm, but later as the Arch Clarida farm, and made conditional negotiations for its purchase with a view to selling his home in Tennessee and moving to this farm in Illinois to make it his future home.

Before he could find suitable sale for his property in Tennessee and close up his business affairs, the

war came on in all its fury, and there was such confusion and chaos in that region that it was impossible to find sale for either land or personal property at any reasonable price, and it was necessary for him to abandon his plans of moving at that time. After quiet had been partially restored in that part of Tennessee, he finally found sale for a portion of his land, and some other property, and we removed from Tennessee to Illinois in October, 1863.

In this year occurred the noted "August frost" that destroyed such vast quantities of vegetation throughout Kentucky and Illinois. In passing through the tobacco regions of Kentucky on our way to Illinois, we could see the blackened stalks of tobacco and other vegetation still standing. These were emblems of the great destruction that had been wrought. The same traces of the frost extended through large regions of Illinois. Most of the older citizens remember this "August frost," but many of them have forgotten the exact year. I have heard the date variously given as 1862, 1863, and 1864. The year 1863 is correct.

AN INCIDENT.

On our way to Illinois an incident occurred that I still remember very distinctly, and with a touch of amusement. We had reached the northern regions of Kentucky and had stopped the teams for watering at the edge of a large pond whose waters extended directly up to the edge of the public highway on

which we were traveling. I was wearing a suit of new clothes of which I was very proud, and in attempting to pass between one of the teams and the edge of the pond I approached a little too close to a very wild, vicious mule who immediately planted both his heels—heavily shod—against me with such force that I was lifted completely into the air and thrown into the pond—new clothes and all—to a distance of several feet. I had a very severe sore on my arm from vaccination, and in the fall it was thrown forcibly against the trunk of an old willow and so badly lacerated that intense swelling and pain immediately set in, and it was many months before the injury healed. Since then I have been vaccinated many times but each time it failed to “take.” I think the original vaccination, with the additional effect given by the mule, will last the remainder of my life. From this incident, painful as it was to me, I learned a lesson worth all that it cost me in pain and suffering, namely: never approach too close to the heels of a mule. If I could reach a desired goal by walking only a single rod and passing near the heels of a mule, or could reach the same goal by walking a mile in some other direction and avoiding the mule entirely, I would prefer the longer route.

By the time we reached Illinois the farm that father had selected in Williamson county had been sold, and as he could not then secure it he bought the Albert Garner farm near Galatia, in Saline coun-

ty, and remained on it until December, 1864. He then sold this farm to Jackson Jerdon at a fancy price, and bought the "burnt cabin" farm in Williamson county where he lived during the remainder of his life.

IMMENSE CROP OF 1864.

The crop that we raised on the Garner farm during the season of 1864 was an unusually abundant one. This immense yield was in part caused by the fertility of the soil and the regularity of the season that year, but in a very high degree by the careful farming methods employed by my father in the preparation of the soil, in the proper planting, and in the thorough cultivation of the various crops. We finished "stripping" our crop of tobacco early in November, on the day Lincoln was elected president for the second term. This was before most other farmers had begun the "stripping" of their tobacco crops. Our crop was cultivated, cut, cured, housed, smoked, assorted, stripped, handed, and bulked in the same painstaking way that characterized all of father's farm work. The size of this crop, and the careful manner in which it had been prepared for market, made it the envy of all the tobacco buyers in the vicinity. The yield was four thousand pounds from four acres, and father sold it to James Manier for twenty dollars per hundred pounds, including "lugs," "seconds," and "clear leaf." In addition to this very high price father was awarded a substantial

premium for the best and neatest handled crop of tobacco bought by Mr. Manier during that season. The yield of our corn, wheat, and hay crops was equally abundant, and all of a very high quality. It was this immense yield of the various farm products that induced Mr. Jerdon to pay father the high price he did for this farm.

AN AMUSING EXPEDITION.

While we were living on the Garner farm, in the summer of 1864, a report suddenly reached Saline and adjoining counties that the noted raider and guerrilla chief, John H. Morgan, had crossed the Ohio river below Shawneetown with his dreaded band of guerrillas to invade Illinois on a marauding expedition.

Soon swift messengers were spreading the news throughout these counties in regular Paul Revere style, and calling on the citizens to fly to arms immediately and repel the invaders. The citizens of our vicinity were directed to meet at Galatia, those in other communities were to meet at points convenient for them, and finally all were to concentrate at Raleigh where definite plans were to be arranged.

I was only sixteen years old, but father gave me permission to accompany him on the "expedition," and when we arrived at Galatia we found citizens coming in from all directions, and soon the number reached into the hundreds. Colonel George R. Marvel of the "Fancy Farm," in Franklin county, was quickly chosen as our leader, with the idea of making

him chief commander when all the "forces" met at Raleigh.

Notwithstanding the seriousness of the occasion there were many amusing features connected with it, some of which provoked a smile, even from Colonel Marvel himself. Our mounts varied from the unguidable, stubborn, balky mule, to the spirited charger and fleet racer. The mule that I rode was one that father had used while a teamster with the Federal army around Nashville, Tennessee, and being accustomed to "war scenes," gave me no trouble. Other mules in the "expidition" exhibited their stubbornness by stopping suddenly and adsolutely refusing to "forward march." These antics of the mules caused much merriment among us.

The guns that we carried varied as much as the mounts we rode, and embraced about all the different kinds and grades that had been manufactured up to that date, including a few army guns that had been brought home by soldiers who had returned from the army, and who were with us. Many carried small single-barreled shotguns that would scarcely have been sufficient to rout a flock of barnyard geese, yet with them we were on our way to meet and repel the invasion of the noted raider, John H. Morgan!

On arriving at Raleigh we found that the constantly increasing members amounted to quite a little army. A reconnoitering party had been sent forward to gather information relative to the invaders and

report the conditions to our commander. Soon we saw the party returning. For a moment all was suspense and anxiety. I imagined I could hear the rumble and clatter of the approaching invaders, but perhaps it was only the heartbeats in my own bosom. When Col. Marvel saw the reconnoitering party arrive he approached them near the site of the old courthouse. After a few minutes of hurried consultation, he appeared in front of the assembled throng, and, raising his voice to a high pitch, announced that the report was false in every respect; that everything was quiet on the Ohio from Shawneetown to Cairo; and that Morgan had not even been in that portion of Kentucky. Then a sigh of relief flashed over this "army of repulsion," and soon we were on our return from "the war." To think of this event through the lapse of years it seems only as an amusing joke. Yet it revealed the true American spirit of home defense. As far as I know there have been no pensions allowed or medals of honor awarded for services or distinguished acts of bravery on this "expedition."

MY ILLINOIS TEACHERS.

My teachers in Illinois have been: Prof. H. H. Harris, James King, George Barter, John H. Burnett, Crews Jewell, H. V. Ferrell, and various members of the Southern Illinois Normal faculty. The first term that I attended in Illinois was at the Vineyard school-house in Saline county, and it was taught by Prof.

H. H. Harris. The old log building stood near the present mining town of Harco, and on the same site that is now occupied by a modern, up-to-date school building. Prof. Harris, like my last teacher in Tennessee, James O. Shannon, was a splendid mathematician, and he made that line of work a specialty in his school. He encouraged special efforts in arithmetic by giving to the pupils problems that required deeper thinking than those usually contained in the ordinary textbooks. He offered a valuable prize to the pupil who would lead in the solution of these difficult problems. As this work was exactly to my liking, I took a special delight in delving into such problems, and easily won the prize offered by the teacher. I seemed to be a special favorite with Prof. Harris, and I think it was because of my love for mathematics and my proficiency in the solution of difficult problems. My training under him greatly intensified my already burning desire for advancement in mathematical science.

In the schools of James King, George Barter, John H. Burnett, and Crews Jewell, all in Williamson county, I attended for only short periods. School districts then were very large, as the population was rather sparse, and many of the pupils were compelled to walk long distances to and from school. It was more than three miles from our home (the "burnt cabin" farm) to the schools taught by George Barter and John H. Burnett, and which I attended. At that

time there was no uniformity of textbooks, no course of study, no blackboards, and but little class work in any of the branches except spelling. No grades were given to the pupils for any work done by them, and no record was kept of their standing or attainments in school work of any kind.

As school work was not then organized into "grades," the pupils were allowed to select such studies or branches as they desired, and devote their entire time to the study of these, to the exclusion of all other branches. By this elastic method the work of the pupils was not "evened up" in the various school branches. Most of them would push on in their favorite studies, making hobbies of them, frequently becoming quite proficient in these "favorites," but would be very deficient in many other branches of equal value. The little value coming from this irregularity of attainments in the school branches under this old system, had much to do in bringing about our splendid "graded system" of to-day. It is by detecting the weak features in any method or system of school work, that enables us to eliminate such weakness and to substitute something that is better in its stead. In this way our schools have developed from their primitive, weak conditions to their present high state of efficiency. If our schools are to advance in the future as rapidly as they have in the past, it will be by this method of substituting something better for the weaknesses that may be detected.

TEACHERS' TRAINING SCHOOL.

In the early spring of 1869, H. V. Ferrell, a thorough scholar, and graduate of the Bloomington, Indiana, University, organized a class in Marion for the special benefit of teachers and those preparing to teach. The school provided both academic and normal work, and sustained special training classes for teachers. My experience in teaching had demonstrated to me the need of further preparation for my work, and as this school offered the best opportunities to supply these needs, I gladly enrolled as a member of the teachers' training class. Outside of my regular work in the training class I had sufficient time to pursue some other studies, and I made a specialty of my "favorites," advanced arithmetic, algebra, and geometry. Prof. Ferrell was a most thorough mathematician, and the training that I received from him in these favorite branches did much to help me on in the further pursuit of mathematical science. This was the last school taught by Mr. Ferrell. At its close he entered a medical college from which he graduated and then began the practice of medicine. He soon became one of the leading physicians and surgeons in Southern Illinois, and from a lucrative practice became very wealthy. He died recently at his beautiful country home near Carterville, Illinois.

PICTURES OF MEMORY.

More than half a century has now gone by on the wings of time since I attended this school, yet many

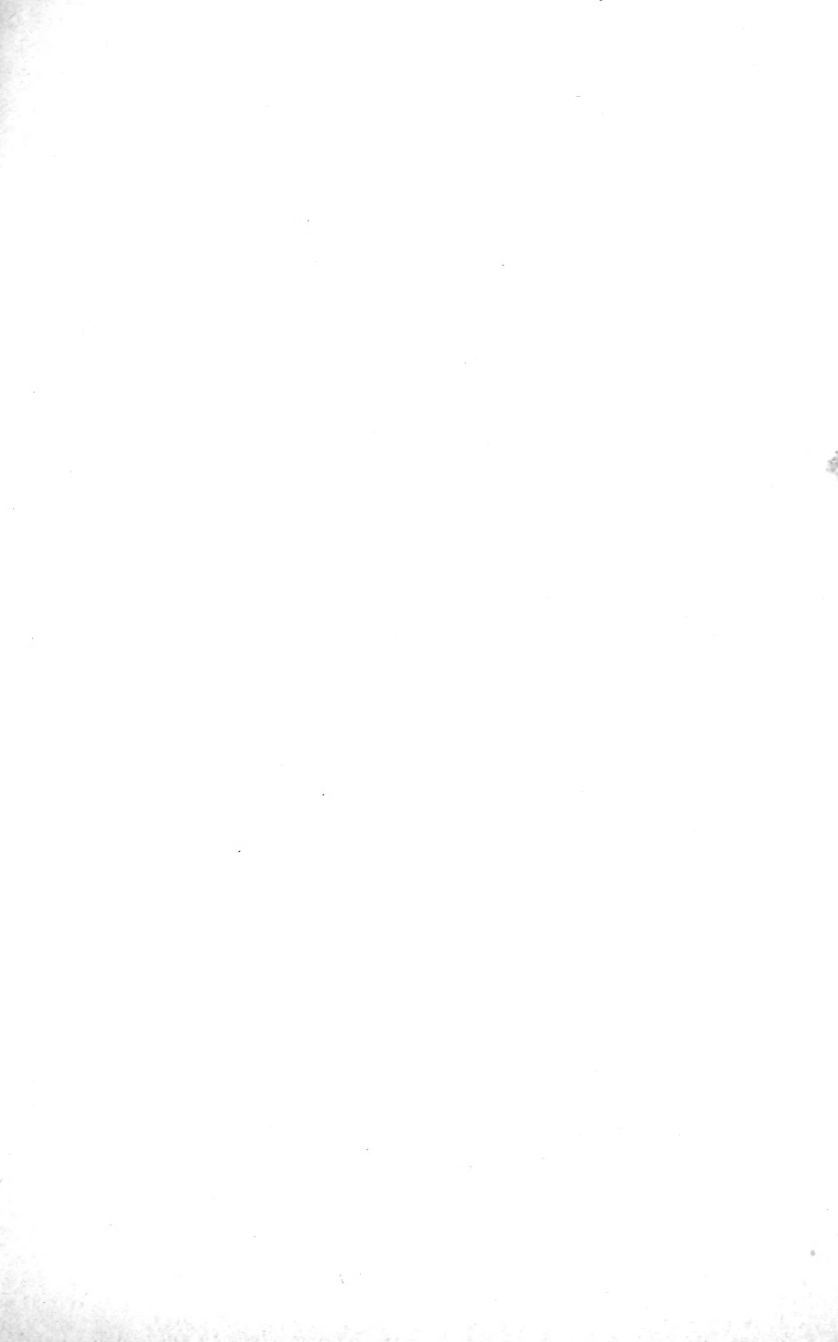
of the scenes and incidents that occurred in it are still vividly pictured on my memory. With me in algebra was a classmate, some years younger than myself, who needed some special help in his algebra lessons. As he knew that I was rather proficient in that branch, he finally ventured, in a rather timid way, to ask me for some assistance in the solution of his problems. I told him that I was very glad to help him in any way possible, and that when he needed assistance to freely call on me for the same. This encouraged him highly, and many times during the remainder of the term I gave him help in his work, and I can never forget the earnest manner in which he manifested his appreciation and gratitude for such help. Wherever I meet Leroy A. Goddard to-day I think of the spirit of gratitude he so earnestly manifested to me for my little assistance in that school of the "Long Ago."

MY FIRST SCHOOL.

In the early fall of 1866, while attending a term of school at old No. 9, taught by Crews Jewell, I was solicited by James T. Cunningham, W. A. McCombs, and George Barter, directors in an adjoining district, to teach their school that year, beginning as soon as the building could be made ready for school work. This delay in getting ready for the opening of their school had been caused by the removal of the school building from its old site to the center of the newly established district. My father had the contract for

the removal of the building, and I had assisted some in the work before entering school at No. 9, and while at work one of the directors had named the matter to me, but I gave it no serious thought as I had no intention of teaching at that time. The schoolhouse was known as the "white" schoolhouse from the fact that it had once received a coat of white paint. After its removal it was usually called the Barter schoolhouse, as it was located in the Barter settlement.

When the proposition was again presented to me I hesitated much before making a definite answer. I was only past eighteen years old, somewhat timid and reserved, and had very serious doubts about my ability to teach school as it should be done. Besides this I was very anxious to continue my work in school, as Mr. Jewell was a competent teacher, and I was making good progress in all my studies. Finally, through the persuasion of the school board and the advice of my teacher, Mr. Jewell, I reluctantly decided to undertake the task, but not without "fear and trembling." This fear was not caused by any doubts about my ability to pass an examination as I had already passed through that trying ordeal more than a month before, and held a "First Grade" certificate. My great fear was that I would fail as a teacher. This fear of failing held many terrors for me. I had but little confidence in my own ability. The school board had much more confidence in me



County Superintendent's Certificate.

FIRST GRADE.

Williamson County, Illinois.

September 11, 1866

I, the undersigned, having examined Mr. Geo. W. Yanner

in English Penmanship, Arithmetic, English Grammar, Modern Geography, and the History of the United States, and being satisfied that he is of good moral character, worthy County teacher, qualifications in all the above branches are such as to entitle him to this Certificate, being of the First Grade, and valid in the County for Two Years from the date hereof, renewable at the option of the County Superintendent, by his endorsement thereon.

Given under my hand at the date aforesaid.

Geo. W. Yanner

Examiner.

D. A. Young

County Superintendent of Schools.

than I had myself, or they never would have employed me as their teacher. The term was for six months, and the salary was twenty-five dollars per month, or one hundred fifty dollars for the entire term.

*
SCHOOL MONTH AND YEAR.

Under the school law at that time twenty days constituted a legal school month, and six months constituted the school year, without any variation, there being no maximum and minimum lengths of terms. No monthly schedules were made out by the teachers, and no monthly salaries were paid. The schedule for the entire six months was made out on one large sheet at the close of the term, and the salary for the whole term was then paid in a single school order. This large term schedule contained the names of all the pupils enrolled during the term with the dates and days of attendance and absence of each. Before the order was issued for the teacher's salary this immense document must be examined and approved by the school board, and township trustees, and the township treasurer. To me it was a great blessing that I had a father and mother to supply me with clothing, board, and other necessities of life during the long wait for my salary.

After contracting for the school I had only a short time in which to arrange for the beginning of my work. I visited the schoolhouse and arranged the seats—which were only long benches without backs

or desks—in the position that I thought would best accommodate the pupils. I viewed the school grounds and decided on the part best suited for the use of the girls as a playground, and that best suited for the boys. At home I planned a tentative program for the beginning of the work, and then waited with uneasiness for the opening day of school. I started for school on that dreadful day with all the courage that I could possibly bring to my relief, even resorting to the customary habit of whistling on such occasions, but as I approached nearer and nearer to the schoolhouse my courage began to fail perceptibly, and when the building loomed up before my eyes, surrounded by a throng of boys and girls who were to be my pupils, and who were gazing on me with apparent amazement, I felt as though the job was too big for me. Soon the members of the school board arrived, and this only added to my embarrassment. The thought of asking to be relieved from the contract even occurred to me, yet I could not command the courage to approach the school board on the matter.

CONVENING THE SCHOOL.

Promptly on time I convened the pupils, and before beginning the regular work I made my first talk to a school. In this talk I attempted to explain to them the need of thorough work on their part, and what I would expect of them in the way of order and deportment, and closed by telling them quietly,

but firmly, that good work, good order, and good deportment would not only be expected of them, but that it would be required if necessary. The regular work as I had outlined it for the opening was then attempted, and before the close of the day my personal identity had returned somewhat, and I was much encouraged at the interest manifested by most of the pupils. The members of the school board remained until noon, and they relieved my anxiety and embarrassment very much by heartily endorsing what I had said to the pupils, and complimenting me on the manner of starting them on their work. Soon the interest and work of the pupils became good throughout the school and remained so during the entire term. Parents took much interest in the progress of their children, and many of them were frequent visitors to the school. It was only a short time until my embarrassment and timidity in school had entirely vanished, and I have held an increasing love for the work to this day. My father asked me soon after the opening of school if I liked the work of teaching, and if I expected to continue it for an occupation. I replied by telling him that I liked the work so well that I expected to teach for fifty years. Of course he looked on this as only a visionary scheme in me, yet I have reached the goal of my early vision, with some years to spare, having now (1920) taught for fifty-four years, and love the work now better than ever before.

IMPROVEMENTS.

During this first term I used my best efforts to improve the conditions of the school and supply its needs in every way possible, using some of my personal means for that purpose. I replaced the long, uncomfortable benches with new seats made by my own hands. These seats were made with comfortable backs, and with desks for writing and for holding books, and were double, so that each one would accommodate two pupils. They were constructed very much on the same plan as the modern school seat, except the legs were made of wood instead of casting. This one addition to the school in the early part of the term did much in contributing to the comfort of the pupils and to the success of the year's work. Being a good penman at that time I secured a large writing school, with night sessions, and all my pupils in the district school were permitted to attend without tuition. This proved to be a great help to my pupils in all kinds of written work. Before the close of the term the school board tried to induce me to remain for the next year, but the directors of our home district had solicited me to take their school the next term, and as this school was much more convenient to me, and a substantial increase in salary was offered, I decided to take our home school, old No. 9, where I taught every year until 1880, except one year when I taught at No. 6, the district adjoining us on the north.

CHAPTER III

WORK AT NO. 9—CHANGES IN SCHOOL LAW—TEACHERS' MEETINGS—MIDSUMMER MEETINGS—AN EARLY INSTITUTE—TEXT-BOOK UNIFORMITY—IMPROVEMENTS—AMUSING INCIDENTS—LEADING FAMILIES—MY MARRIAGE AND FAMILY—BUILDING A HOME—WORK AT NO. 6—RETURN TO NO. 9—SPECIAL SPRING TERMS

WORK AT NO. 9.

AFTER taking charge of the school in our home district, old No. 9, I still remained with father and mother until my marriage in 1874. I assisted in the crops during the spring and summer seasons, and kept up my studies when not at work on the farm. I rarely attended places of amusement, or any kind of public gatherings except teachers' meetings, and church and Sunday school services occasionally. My books, from my boyhood days, have been my constant companions, and by this method of home study, of which I have never tired, I have gained most of whatever knowledge I possess in the various branches. During the years in which I taught at No. 9, there were many changes made in our public schools, not only in the methods of teaching, but in the school laws and school system of the State.

CHANGE IN SCHOOL LAW.

The school law was changed to provide for the monthly payment of salaries, instead of waiting until the end of the term for a term salary. With this change also came the monthly schedule, or report, instead of the term report. Another change was made that proved a detriment to the schools in many instances. A minimum term of five months was provided with the object of diminishing the school expenses in such districts as were heavily in debt, and unable to raise sufficient school funds without excessive or burdensome taxation. The object of the law was perhaps a good one, but it offered an opportunity for even the wealthy districts to adopt the short term school, which many of them did, thus withholding from the children some of the educational opportunities to which they were justly entitled. The next change was to provide a maximum term of seven months for the benefit of districts that were financially able to support it, as a kind of offset to the five months term. Many schools adopted the maximum term of seven months, but too many adhered to the minimum term of five months, until this was extended to six months. These terms have been changed occasionally until we now have the minimum of seven months and the maximum of nine months, with a provision to extend the school even beyond the period of nine months. The school month has been changed but once since the founding

of our public school system. This change was from the original month of twenty days, to the present school month, which is the same as the calendar month, excluding Saturdays, Sundays, and certain legal holidays.

TEACHERS' MEETINGS.

While teaching at No. 9, and when Dr. A. N. Lodge was county superintendent, I assisted in organizing the first regular teachers' meeting ever held in Williamson county. The school law then made no provisions for such meetings, and it was through the efforts of a few teachers and the county Superintendent that they were planned and started in Williamson county. The sessions were held during the Christmas holidays, and were on that account called the "holiday teachers' meetings." The exercises consisted principally of class drills in the various school branches, and were intended as a means of imparting instruction to teachers, many of whom were young and needed such assistance. On some occasions we would arrange for a lecture on some subject pertaining to school work when a suitable person could be secured for that purpose. I was chosen as instructor in arithmetic at the first meeting, and continued in that position each year as long as the holiday meetings were in operation.

MIDSUMMER MEETINGS.

Dr. J. M. Fowler succeeded Dr. Lodge as county Superintendent, and it was under his administration

that the "midsummer" meetings were organized to take the place of the holiday meetings. He and I were close friends and associates, and I gladly assisted him in arranging and organizing this new plan of county meetings. No legal provision had yet been made for regular county institutes, yet we organized these midsummer meetings on a plan very similar to our institutes of to-day. We arranged for a lecture or an address to be delivered on each day of the session, and sometimes one for a night meeting at some church, for the benefit of the friends of education who could not well attend the day meetings. A fee of one dollar for each teacher in attendance was assessed to provide for the necessary expenses of the meetings, which were frequently extended for a period of two weeks, and occasionally for three weeks. Class drills were still maintained similar to those of the holiday meetings, and again it fell to my lot to be selected as instructor in mathematics, and in that capacity I continued to serve as long as class drills were sustained as a part of the regular exercises in institute work.

AN EARLY INSTITUTE.

I served as Secretary of the county meetings during the entire superintendency of Dr. Fowler, a period of five years. I well remember his earnest and untiring efforts in laboring to secure a large attendance at these meetings. As Secretary of the county association I attended to the mailing of his

circular letters, programs, and other printed matter to the teachers of the county. By these means he finally succeeded in securing the attendance of nearly all the teachers in the county. By reference to the records of the meeting of 1882, the last meeting held under the administration of Dr. Fowler, I find the following teachers were in attendance for a period of two weeks:

C. M. Murrah, W. W. Weaver, Emma Cox, Antice Lamaster, Emma Hudgens, Bettie Goddard, Rhoda Winters, Jennie Reynolds, Dora Vick, A. J. Gambill, Rachel Barter, Della Goodall, Cora Lewis, Mary Spiller, Georgia Wroton, Sallie Wroton, J. M. Brown, F. A. Martin, E. Martin, John Landers, B. M. West, J. L. Williams, J. H. Sinks, S. R. Weaver, J. W. Brown, Monroe Springs, J. C. B. Smith, J. H. White, Lewis Crain, Turner Pulley, Nannie Hundley, L. B. Casey, Thos. Grisham, E. M. Kimmell, A. W. Duty, Rufus Phillips, L. H. Turner, Alex. Beasley, A. N. Renard, Phil. Kimmell, Noah Hunter, I. C. Abney, L. B. Pulley, C. C. Cawthon, V. B. Cawthon, L. G. Graham, W. M. Perry, John Hutchinson, Minnie White, Fannie Aikman, Ella Donovan, Ella Brewster, George Neely, John Duncan, Anna Stewart, Filmore Chanaberry, J. R. Kelley, Mary Grider, Douglas Goddard, Josh Chamness, William Hartwell, J. V. Walker, A. A. McMurrah, W. M. Walker, Lizzie Clarida, D. A. Bennett, Mary Pope, Lou Mitchell, Emma Stocks, George Morris, Albert Perrine, A. J.

Kimmell, T. B. Springs, Emma Henderson, Mary Reed, D. W. Dunn, T. G. Peterson, W. J. Peterson, J. L. D. Hartwell, W. H. Leigh, C. S. Morris, J. N. McNeill, George White, W. H. Dorris.

This list includes almost every teacher in Williamson county at that time. Only two or three of them are now teaching. Some have engaged in other avocations of life, while many of them have "Crossed the Bar." As I meditate on this band of early teachers, with most of whom I was intimately acquainted, and who formed our county institute of "Long Ago," the words of the poet leap forcibly to me:

"When I remember all
 The friends so link'd together,
 I've seen around me fall,
 Like leaves in wintry weather,
 I feel like one who treads alone
 Some banquet hall deserted,
 Whose lights are fled, whose garlands dead,
 And all but he departed."

These teachers' meetings, organized under Dr. Fowler's administration and continued by his successors, were the real forerunners of our present, well-established county institutes. This, briefly, is the evolution of county teachers' meetings in Williamson county.

TEXTBOOK UNIFORMITY.

My first school work at No. 9 was before any provision had been made for uniformity of textbooks.

Pupils brought any books they might have on the branches they chose to study, and this confused mixture of books constituted the texts to be used in the school. This gave but little opportunity for class work of any kind, and burdened the teacher with an almost unlimited number of recitations each day. During my first year here I succeeded in inducing most of my pupils to secure the same texts in most of the branches. We chose the Sanders spellers, Sanders readers, Ray's arithmetics, Wilson's U. S. history, Pinneo's grammar, and a little later Monteth's geography. I provided a large blackboard at my own expense, and we were soon organized into regular classes, and did regular class work in reading, spelling, grammar, history, arithmetic, and geography. This method of class work was greatly enjoyed by most of the pupils, and added much to the interest and efficiency of their work. In the years immediately following we practically completed our uniformity of books, and were enjoying its benefits many years in advance of the law providing for the adoption of uniform texts. Many other teachers worked along the same line relative to the uniformity of books in their schools, and it was this general recognition of its great value that finally resulted in the legislation that provides for textbook uniformity in our public schools. Further legislation along this line is very probable, as there appears to be a tendency to extend the unit of uniformity to the county, or

to the state. Many counties by mutual consent and cooperation of teachers and county Superintendent have adopted a county uniformity of texts without any special provision of law, and this seems to indicate that there is a tendency in this direction. The state unit of uniformity also has many advocates.

IMPROVEMENTS.

After securing uniformity of textbooks at No. 9, the school made rapid advancements in all lines of school work, and was soon recognized as one of the leading schools in the community. When the building was first erected the seats were of the usual long bench style, but when I took charge of the school I made new seats with suitable backs and desks, similar to the ones I had made for the "white" schoolhouse the preceding year, and this, with the blackboards that I furnished, gave our school comfortable accommodations for most lines of school work. Many pupils from other districts obtained permits to attend school here, and we were usually crowded to the full capacity of the building. The years that I spent at No. 9 were very pleasant ones for me, and a general spirit of loyalty and good will prevailed among the pupils and patrons.

AMUSING INCIDENTS.

Some very amusing incidents occurred in my school here, as are usual in all schools, and many of them I still remember as clearly as though they had occurred but yesterday. From some of these occur-

rences in my early teaching I learned lessons that have been of value to me in my work.

Among my pupils here was a very awkward, careless, idle boy, with a slight obstruction to his speech, and who gave much annoyance to the school by his disorder and inattention to his lessons. This conduct caused him to be the recipient of severe punishments quite frequently. On one occasion when I was giving him a good sound flogging with a good sound switch, I noticed that he had his eyes firmly fixed on my breast as though he was looking for a suitable place to "land on me" in resistance. When I had finished raining my severe blows on his shoulders he very gently and humbly extended his hand toward me, and, taking hold of a new watch charm on my watch chain, said: "Mr. Turner, that is a mighty purty little watch charm, how much did it cost?"

At another time, when I had decided that the switch would never cure him of his idleness, and that some other mode of punishment was necessary, I was giving him a genuine "shaking up," holding him very firmly by his coat collar, and making it very uncomfortable for him, and in the midst of this terrible "shaking" said to him: "Jim, will you go to studying your lesson now?" Jim muttered out between the shakes: "Yes, sir, I will go to studying my lesson as soon as you will let me have a chance, but how can I study while you are a shaking the very

life out'n me? I would like to know." I thought he was about right in this response. I never succeeded in making much of a scholar of him, but he grew into a very respectable citizen, married and provided well for his family until his death recently.

LEADING FAMILIES.

Among the pupils who attended my schools at No. 9 were the Dutys, the Welborns, the Lakeys, the Allens, the Enochs, the Fullers, the Keltons, the VanCleves, the Shaws, the O'Neals, the Tidwells, the Thompsons, and various branches of the Springs and Parks families, and my brothers. Many of these old pupils of mine, and hosts of their descendants, still live in the same community, and are among our most honored and respected citizens. As a rule they have proven themselves to be "worthy sons of noble sires."

One of my pupils, Joe VanCleve, was the wonder of the whole school for his masterful memory. He could recite entire lessons of U. S. history, reading, or geography without a single error or mistake. At recesses or noon he played but little, but would mount a large oak stump that stood on the playground and deliver orations, readings, recitations and poems for the amusement and diversion of the pupils, and he never failed to secure a good audience. In these addresses he displayed a marked degree of oratory and eloquence which foretold wonderful possibilities for him in that line. To-day he is the brilliant and noted divine, J. W. VanCleve, of the



MRS. JAS. W. TURNER

M. E. church, and has filled all the positions in his church except that of Bishop, and was a formidable candidate for that position in a recent election of Bishops. With him came a younger brother, "Ted," who was very young to attend school, and who was sent principally to "learn the ways of school," but who devoted most of his time to annoying his brother Joe and the other pupils, and causing constant confusion of all kinds. He is now the prominent teacher and lecturer, E. E. VanCleve, one of the leading educators of Illinois.

MY MARRIAGE AND FAMILY.

My wife was a widow McAnally, formerly Millie Cunningham, a sister to Capt. James T. Cunningham, and a native of Marshall county, Mississippi. Her father was William C. Cunningham, a native of Tennessee, and a cousin to John M. Cunningham, the father of Mrs. John A. Logan. We were married in Pleasant Grove M. E. church on Sunday, May 3, 1874. The ceremony occurred at the close of the morning sermon, in the presence of a large assemblage, the pastor, Rev. C. E. Cline, officiating.

Our family now living are: James Walter, a minister in the M. E. church, stationed in Iowa; Gus H., a printer, living in Chicago; Charles H., also a printer, living in Chicago; and Rosalie. Two other children, Edgar F. and Elijah H. died in infancy. James Walter married Florence Sylvester, of Evanston, Illinois, whom he met while attending theolog-

ical school at the Northwestern University. They have one daughter, Mildred. Gus H. married Bertha Baumgaertner, of Johnston City, Illinois, and they have three daughters, Edris, Violet, and Thelma. Rosalie married O. W. Goodrich, of Harrisburg, Illinois, and they live in Evansville, Indiana, where the husband is connected with a wholesale grocery house.

James Walter graduated from Crab Orchard Academy, class of 1893, and engaged in teaching for some years. He closed his work as teacher after serving as assistant principal in his Alma Mater. He then entered Garrett Biblical Institute, the theological branch of the Northwestern University, at Evanston, Illinois, and graduated from that institution with the class of 1901. He was first admitted to the Southern Illinois conference and was stationed at East St. Louis. He was afterwards transferred to the Detroit conference in Michigan, and later to the Upper Iowa conference where he now labors.

Gus H. also graduated from Crab Orchard Academy, class of 1896. He became a teacher and taught in the public schools of Simpson, Stonefort, and Corinth, Illinois. He then entered the printing business and has made that his constant work since. He is a first-class printer in every respect.

Charles H. attended a number of terms at Crab Orchard Academy, and later entered Northwestern University, at Evanston, Illinois, where he remained for several terms. He obtained a good English

education, became a fine penman, but never completed any regular course. Since leaving school he has been engaged in the printing business.

Rosalie graduated from the Marion, Illinois, High School, class of 1905. After her graduation she entered the teaching profession which she continued for several years. She made primary work a specialty, and served as teacher in the city schools of Herrin and Creal Springs, Illinois, closing her work as teacher in the Stonefort school.

From the former marriage of my wife there are two children, Dana and Willie McAnally. Dana became a trained nurse, and Willie engaged in teaching and farming.

BUILDING A HOME.

Soon after my marriage in 1874, father gave me a deed to a beautiful tract of land (40 acres) just west of his residence, and adjoining the farm of Moses Duty on the east, being a part of the "burnt cabin" farm. I selected a nice location for a dwelling in a grove of young oak trees, on the public highway, and within two months from the day the underbrush was cleared away I had completed a comfortable dwelling, and we were living in our first home.

I continued to erect other necessary buildings for several years, planted a good orchard of choice fruits of various kinds—including small fruits and berries—provided an abundance of pure water, and made many other improvements until it was a most

beautiful and delightful home. From the front porch toward the south is a sublime view of the immense hills and ridges that border the Ohio valley.

WORK AT NO. 6.

The school board at No. 6 had tried for several years to engage me to teach their school, and while erecting my dwelling they made a special effort, offering a substantial increase in salary. As my home was almost equidistant from No. 9 and No. 6, and the salary offered was above that at our home district, I finally decided to teach at No. 6 for the school year 1874-1875. The district was in the settlement of the Grants, the Hollands, the Mitchells, the Rays, and the Baldwins, and this furnished the school with a large number of desirable pupils. After opening the term I soon had the school well organized and in good working conditions, the attendance was good, the interest soon became excellent, and the work of most of the pupils throughout the entire year was very satisfactory.

RETURN TO NO. 9.

The route from my home to No. 6, was in a north-westerly direction, and as the elevation is rather high the morning trips to school through the cold winter months were very disagreeable and gave me more discomfort than I had ever yet experienced in all my schools before. The next year the school board at No. 9 offered another increase in salary, and as the route to the school was a much better one, I returned

to old No. 9 and remained there until I took charge of the Stonefort schools in 1880.

SPECIAL SPRING TERMS.

After returning to No. 9 I organized a system of spring and summer terms for the benefit of teachers and advanced pupils. These special terms were organized to meet a growing demand for such work, and I have continued them almost every year since their organization. I have held them at the "white" schoolhouse, at No. 9 where they originated, at Stonefort, Carterville, Creal Springs, Crab Orchard, and Carrier Mills, extending through a period of more than forty years. These special terms have usually been well attended, many teachers and advanced pupils enrolling each year, and I am quite sure that much good has been accomplished by them.

Near the close of my school in the spring of 1872, my health became somewhat impaired from excessive school work, and by the advice of Dr. A. N. Lodge, the county Superintendent, I secured a substitute—J. W. Peebles—to finish the remainder of my term, and went to the home of Dr. Lodge in Marion where I remained for three weeks to receive medical treatment from him. This is the only time that sickness has caused any loss of time in my whole career of teaching. While at the home of Dr. Lodge for treatment I accompanied him on his visits to a number of schools, and from these visits I gained many ideas that served to assist me in my own school work.

CHAPTER IV

REMOVAL TO STONEFORT—FINISHING THE TERM—BUYING A HOME—LEARNING TELEGRAPHY—SPECIAL SPRING TERMS—A HELPING HAND—HIGH SCHOOL BRANCHES—COURSE OF STUDY—ACCEPTING THE MARION SCHOOL—INSTITUTE OF 1883, A HARD YEAR'S WORK

REMOVAL TO STONEFORT.

NEAR the close of my school at No. 9 in the spring of 1880, I received a letter from J. C. B. Smith, who was then teaching the Stonefort school, requesting me to come and make arrangements to take charge of his school at the close of my term at No. 9. His object in wanting me to finish his school was that he might prepare to enter the Southern Illinois Normal at Carbondale.

I visited his school as soon as it was convenient and found it in excellent condition in every respect. The school board wanted the term finished by some one who would hold it up to the position it then occupied, and as they had some evidence that I would be able to do this, we soon came to terms by which I was to take charge of the school immediately after the close of my term, which was in the latter part of February.

I rented my farm to my brother-in-law, Albert Jerdon, and as soon as my term closed I packed my household goods, ready for the move, having previously secured the residence of Mr. Smith in which to move my family. In the early morning we started on our trip, and driving along roads that had been made almost impassable by continuous torrents and downpours of rain, over swollen streams and sloughs, through bottoms that were overflowed with water, and across bridges that were in a dangerous condition, we arrived at Stonefort, a distance of some fifteen miles, late at night, after a most disagreeable journey, leaving one wagon load "stuck in the mud" two miles from town. Since our marriage we have made many moves from place to place, but this was the most uncomfortable one of them all.

FINISHING THE TERM.

On the following Monday morning I took charge of the work and found the interest good in all the classes of the school. As the remainder of the term extended only about six weeks I thought it best to continue the work along the same lines established by Mr. Smith, and so made no changes except to add a little algebra work for a few of the more advanced pupils. At the close of the term the school board employed me for the next year, and when Mr. Smith returned from school at Carbondale he was employed as my assistant in the school. During my first stay at Stonefort my assistants were Robert Miles, Nannie

Johnson, J. C. B. Smith, all of Stonefort, and Mattie Harris, of Carrier Mills.

BUYING A HOME.

As I was much pleased with the public school here, and with the favorable outlook for my special spring terms, I decided to make my home at Stonefort. I purchased from Henry Webber, of Galatia, a nice residence, known as the "Vickers place," and during the summer months repaired it until it was a most beautiful and comfortable home. I then sold my farm to my brother-in-law, Albert Jerdon, and my home was then in Stonefort until I was chosen as Superintendent of the Marion public schools for the year 1883-1884.

LEARNING TELEGRAPHY.

After J. C. B. Smith returned from Carbondale, and was employed as teacher in the school with me, we erected a telegraph line connecting our homes, installed small instruments, and in a very short time were sufficiently advanced in the art of telegraphy to transact our school matters and other lines of business "by wire." Frank Miles was station agent at Stonefort at that time with the office in the "Tucker House," now the "Ledin Hotel," and during the vacations, between the close of my spring terms and the opening of the public schools, I worked with him until I was able to transmit and receive messages with ease. When my school work with Mr. Smith closed, I sold my instruments, have never touched a

key since, and to-day I can scarcely distinguish between the clicking of the "sounder" and the clatter of "rain on the roof."

SPECIAL SPRING TERMS.

I opened my first spring term here in 1881, at the close of the regular winter term, and continued it for a term of twelve weeks. The very large attendance at this first spring term gave evidence of the demand for such work at that time. Besides the pupils from the vicinity of Stonefort, others came from a distance, among them many who had been my pupils in other schools.

A large number of teachers also attended, and found the work so well adapted to their needs that a greater demand was created for these special terms. Each year the attendance by teachers and advanced pupils increased as long as I remained with the Stonefort schools. During my last work there, before leaving for Marion, it was necessary for me to secure assistants to help in the work.

A HELPING HAND.

I very distinctly remember on one occasion a neighbor of ours, a most worthy and upright man, called on me in the interest of his boys and their work in school. Two of the older boys had discontinued their school work before advancing far enough in their studies—as he thought—and this was causing him much anxiety. His object in seeing me was to request that I use my best efforts to induce them

to return to their school work and complete at least a good, practical education.

The earnest manner in which he appealed to me immediately enlisted my sympathies in his cause, and I gladly promised to do all I could to assist him in the matter. We planned to cooperate in our efforts to induce them to return to school, without letting them know anything about our scheme.

I soon found an opportunity, or made one, to talk to the boys along educational lines, and was somewhat encouraged by their conversation. I invited them to my home, loaned them a few interesting books from my library, and told them that I would be much pleased to have them in my school for the next term. At the same time their father was using his efforts to induce them to return to school, and when I opened my first spring term in Stonefort they enrolled as pupils, and in a short time they became greatly interested in the school and made rapid progress in their studies.

Not a happier man lived in the village than their father when he saw his sons going in the path that he so much desired. It was also a source of comfort to me to see this good man so highly elated because his boys were back in school, and to reflect that perhaps I had done something myself in helping to accomplish this result. One of them remained in my schools for a number of terms, mastered the branches well, and was soon able to pass an examina-

tion and secure a teacher's certificate. He entered the profession of teaching, moved upward in his work rapidly, and all the Williamson county teachers of the 80's remember Frank T. Joyner as one of the leaders in the profession at that time. He was an enthusiastic institute worker and became a very fluent speaker. He later engaged in the banking business in Harrisburg, Illinois, became president of a bank in Carbondale, and is now engaged in an extensive insurance business in Chicago.

HIGH SCHOOL BRANCHES.

Up to this time but few public schools sustained high school work of any kind, and this was the condition at Stonefort when I took charge of the school. At the opening of the next year I organized a class that carried some of the higher branches, including algebra, zoology, botany, and physics. These studies were of much interest to the more advanced pupils, and caused them to remain in school after they had finished the common branches. In many other Illinois schools advanced studies had been added to the common branches, and in general this addition was a popular move, and demonstrated the fact that there was a growing demand for such work in our public schools. It was this pressing demand for high school branches throughout different sections of the state that finally brought to us the regular high schools that are so numerous and popular in the school system of Illinois to-day.

COURSE OF STUDY.

No course of study had yet been devised for the public schools of Illinois. From a school journal I learned that John Trainer, county Superintendent of schools of Macon county, Illinois, had prepared a scheme for systematic school work for the teachers and pupils of his county, and that it was working wonderful changes for the schools. I sent for a copy of this scheme for school work and received a pamphlet of about sixteen or twenty pages, containing well arranged outlines of the common branches by months, with ample suggestions and instructions relative to their use.

During my next term, 1882-1883, I adopted many of the plans suggested by Mr. Trainer's pamphlet and found them to be most excellent helps to the pupils in reducing their work to a system. We were using a course of study many years in advance of our present "State Course of Study-" As far as I know our school was the first one in Williamson county to use a course of study. This little pamphlet was known as "Trainer's Manual and Guide," and from it has sprung our present "State Course of Study," containing nearly three hundred pages, and giving outlines for work throughout the grades, including high school work. The first State Course was published in 1889, and the same has undergone six general revisions for improvement, the last revision being in 1918. This State Course is

now used, not only throughout Illinois, but in many other states, and even in some foreign countries.

ACCEPTING THE MARION SCHOOL.

In the summer of 1883 I was notified by the Marion school board—James C. Jackson, Henry T. Goddard, and James H. Duncan—that I had been selected as their choice for Superintendent of the Marion schools the coming year, if not otherwise engaged. As I had already accepted the Stonefort school for the year, I promptly notified them of the fact and declined their proposition. They then urged me to resign my position at Stonefort and accept their school, insisting that the Marion school offered better opportunities, was much more desirable in every respect, and paid a much larger salary.

I still declined, knowing that the Stonefort board would be unwilling to release me should I name the matter to them, which I had not yet done. Again the Marion board pressed their proposition, and requested that I ask for a release from Stonefort and notify them of the result. After much hesitation on my part, I finally presented the full situation to our board, informing them that I had no intention of withdrawing from the Stonefort school without their full consent.

The board held several meetings in an effort to adjust matters in a satisfactory manner to all. They did not wish to deprive me of the splendid oppor-

tunity at Marion, yet they feared the Stonefort school would suffer an injury should they release me, as I had the work and situation well in hand. After continued deliberations they decided it would be only justice to release me, which they reluctantly did, but not until they had proposed to increase my salary fifteen dollars per month above the original contract. I then accepted the superintendency of the Marion school, and moved my family there in August, 1883.

INSTITUTE OF 1883.

The institute of 1883 was the first one held under the administration of John H. Duncan, and it was conducted along lines similar to those inaugurated by his predecessor, Dr. J. M. Fowler. When it was learned that I had been chosen as Superintendent of the Marion schools, Mr. Duncan requested that I serve as conductor of the institute for that year. I had been serving as instructor in mathematics since the first organization of county teachers' meetings, and delighted very much in the work, but I did not feel inclined to assume the entire work of the institute, realizing the need of an older and more experienced person to conduct the work as it should be done, and therefore I declined the proposition.

Mr. Duncan still urged the matter, insisting that as I was Superintendent of the leading school of the county I was the proper person for conductor of the institute, and that the teachers generally were anxious for me to do the work. Then I accepted his

proposition and immediately prepared a daily program of exercises and class drills that I thought would be of the greatest possible benefit to the teachers of the county. We opened the institute in July and continued it for a period of three weeks. The teachers were all very loyal to my plans and methods, took an active part in all the work, and by their untiring energy and efforts made the institute a most beneficial one. Dr. Robert Allyn, president of the Southern Illinois Normal at Carbondale, delivered a number of very instructive lectures to the teachers, which added much to the value of the institute.

A HARD YEAR'S WORK.

My year's work in Marion was a very hard one, yet a very pleasant one for me. The organization of a regular high school class gave much extra work for me, but the pupils appreciated it to such an extent that I took great delight in the additional work that it required. Many of my pupils were at the period in life when special care and guidance were necessary for their safety and future welfare. I did much of this class of work during the year, some by request of parents, and I am sure that I have positive, living evidence to-day that my work in that line was not all in vain.

Another cause of hard work for me that year was the fact that I did all the high school work myself, besides some intermediate work, and in addition to this was the supervisory work of the entire school.

But as a partial relief to me I had a most excellent corps of teachers as my assistants in all of the lower departments. These teachers were: Georgia Wroton, room 1. Lou Mitchell, room 2. Dora Vick, room 3. Lulu Nance, room 4. Della Goodall, room 5. My department was room 6. The total enrollment was about three hundred pupils. The building was an old frame structure and contained only the six rooms. It stood on the site now occupied by the Washington school building. This was the Marion school thirty-seven year ago.

I have no list of the names of the pupils who attended my department, but I can recall the following from memory: Lena Duncan, Fannie Samuels, Leona Feator, Alice Samuels, Jennie Reynolds, Ollie Odum, Laura Young, Cynthia Young, Julia Davis, Maggie Jackson, Gussie Jackson, Mollie Tyner, Nannie Edwards, Lina Springs, Daisy Westbrook, Maggie Carver, Bessie Proctor, Hannah Ensminger, Josie Scurlock, Mary Bentley, Mary Grider, Fannie Aikman, Laura Lowe, Etta Lang, Sam Casey, Ernest Duncan, Sam Cox, George Benson, John Campbell, Leon Denison, Ed Spiller, Charles Bainbridge, John Gray, Will Proctor, Walter Carver, Frank Ewan, Alonzo Edwards, Jim Young, Lodge Grant, Carey Wiley. There were others in my classes whose names I have forgotten.

CHAPTER V

BACK TO THE FARM—"WHITE" SCHOOLHOUSE AGAIN—AT CRAB ORCHARD—GROWTH OF SPRING TERMS—HOME IN CRAB ORCHARD—FOUNDING CRAB ORCHARD ACADEMY—THE BUILDING AND CAMPUS—OPENING OF THE SCHOOL—TWENTY TERMS OF WORK—GOOD ACCOMPLISHED—PRESENTATION OF GOLD WATCH—TAKING LEAVE OF THE SCHOOL—NEWSPAPER COMMENTS—RETROSPECT OF THE ACADEMY

BACK TO THE FARM.

EARLY in the spring of 1884, some months before the close of my school in Marion, my brother-in-law, Albert Jerdon, found an opportunity to buy a farm in Saline county, and became very anxious to sell my old home back to me. I had been planning to go on a farm again soon, in order to give my boys some training in farm work, and as I could now secure my former home at a very reasonable price, I made the deal, and arranged my affairs to move back to the farm as soon as my term closed.

I refused a proposition to remain with the Marion schools another year, and immediately after the close of my term we removed to our old home on the "burnt cabin" farm. My boys were anxious to learn something of the farming business, and until our re-

moval to Crab Orchard they engaged in all kinds of farm work that they were able to do at their age.

“WHITE” SCHOOLHOUSE AGAIN.

For the school year 1884-1885 I again engaged to teach at the “white” schoolhouse, where I taught my first term nearly a score of years before. Many of the citizens who lived in the district during my first term were still there, but I found none of my former pupils in the school when I returned. A very large number of my pupils now were the children of those who were my pupils in my first school. It was a source of much pleasure to me to teach the children of my former pupils, and to observe that they appreciated the fact that I had once taught their parents.

I found the pupils and patrons generally to be loyal to the school and to my methods of work, and the year was a very pleasant one to me, and a very profitable one to most of the pupils. During my first school here we had no course of study to give system to our work, but now I was using “Trainer’s Manual and Guide” as far as it could be adapted to our needs, and this enabled us to accomplish much more during the term than had been accomplished during my first term here. We organized a literary society with exercises once each week, invited the parents to attend meetings—which they did in large numbers—and this proved to be a great help to the school.

AT CRAB ORCHARD.

After the close of this term at “white” schoolhouse,

I conducted my first special spring term at Crab Orchard, using the M. E. church building for the purpose, and the attendance was very encouraging. I had been solicited at various times to accept the Crab Orchard public school, but as it was not close enough to attend from my home, I had refused to take the school up to this time. As my boys now were of sufficient age to assist in seeing after the affairs at home to some extent, I decided to accept the public school for the next term.

The building then contained only two rooms and was located northeast of the village a short distance. The shortest route from my home to the school building was about four miles, and this made it necessary for me to "board" during the term. I secured a most excellent place to stay, in the home of L. C. Parks and wife, and boarded with them every year until I bought a home of my own in Crab Orchard. These two old people, "uncle Lew" and "aunt Isabel" as we called them, were as kind to me almost as though I were their own son, and I felt very much at home with them.

GROWTH OF SPRING TERMS.

Following the close of my first term in the public school at Crab Orchard, I opened another spring term, this time in the public school building, and each succeeding year these special terms increased in interest and attendance until the building was too small to accommodate the pupils who attended. This

condition was the first thing that suggested to me the idea of organizing a permanent institution and erecting a more commodious building.

HOME IN CRAB ORCHARD.

The splendid school sentiment that was now rapidly developing here, and the need of my full time in its promotion, induced me to buy a home in Crab Orchard. I continued my work in the public school, followed each year by a special spring term, until there was such a demand for better school facilities that I resolved to attempt something in this direction. When I revealed my plans to the citizens they gave their hearty approval, and suggested that I take the lead in securing the erection of a suitable building. At the close of my special spring term in 1889, which was a very large and interesting one, I took the initial steps that resulted in the erection of Crab Orchard Academy.

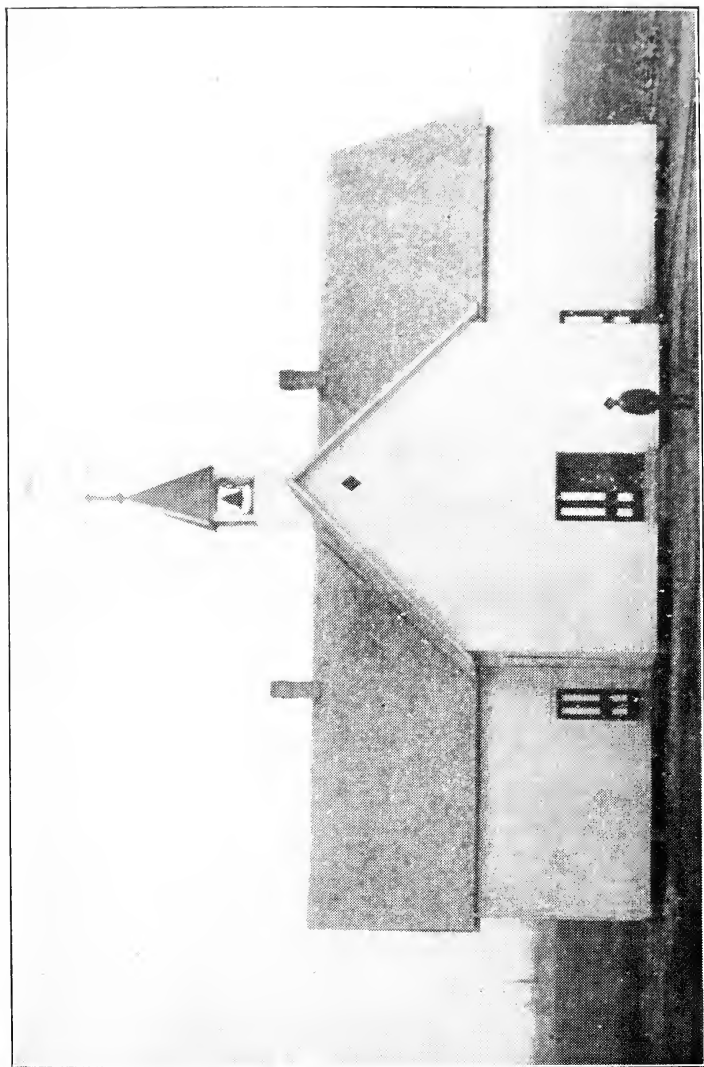
FOUNDING CRAB ORCHARD ACADEMY.

The following is a complete historical sketch of the founding of Crab Orchard Academy.

State of Illinois, }
Williamson County, }^{ss}

To ISAAC N. PEARSON, Secretary of State.

We, the undersigned, Jas. W. Turner, John Huddleston, Henry J. Fuller, John H. Farris, Martin M. McDonald, Robt. F. Peebles and John F. Tidwell propose to form a Corporation under an act of the General Assembly of the State of Illinois, entitled



CRAB ORCHARD ACADEMY (ERECTED 1889)

"An Act Concerning Corporations," approved April 13, 1872, and all acts amendatory thereof; and for the purpose of such organization we hereby state as follows, to-wit:

1. The name of such corporation is Crab Orchard Academy.

2. The object for which it is formed is for Educational purposes, and have all the powers that any Private Academy may have under the laws of our State.

3. The capital stock shall be \$2,000.

4. The amount of each share is \$25.00.

5. The number of shares, 80.

6. The location of the principal office is in Crab Orchard, County of Williamson, State of Illinois.

7. The duration of the corporation shall be 99 years.

James W. Turner, John Huddleston, Henry J. Fuller, Martin M. McDonald, Robt. F. Peebles, John F. Tidwell, John H. Farris.

State of Illinois, }
Williamson County, }ss

I, Thomas Bones, a Notary Public in and for the county and State aforesaid, do hereby certify that on the 26th day of July, A. D. 1889, personally appeared before me James W. Turner, John Huddleston, Henry J. Fuller, John H. Farris, Martin M. McDonald, Robt. F. Peebles and John F. Tidwell, to me personally known to be the same persons who executed the

foregoing statement, and severally acknowledged that they executed the same for the purposes therein set forth.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the day and year above written.

[Seal]

Thomas Bones,
Notary Public.

State of Illinois,
Department of State.

ISAAC N. PEARSON, Secretary of state.

To all to Whom These Presents Shall Come
Greeting:

WHEREAS, it being proposed by the persons hereinafter named, to form a Corporation under an act of the General Assembly of the State of Illinois, entitled "An Act concerning Corporations," approved April 18, 1872, in force July 1, 1872, and the amendments thereto, the object and purposes of which Corporation are set forth in a statement duly signed and acknowledged according to law, and this day filed in the office of the Secretary of State.

NOW THEREFORE I, ISAAC N. PEARSON, Secretary of State, of the State of Illinois, by virtue of the power vested in and the duties imposed upon me by law, do hereby authorize, empower and license, James W. Turner, John Huddleston, Henry J. Fuller, John H. Farris, Martin M. McDonald, R. F. Peebles, John F. Tidwell, the persons whose names are signed to the before mentioned statement, as commissioners

to open books for subscription to the Capital Stock of Crab Orchard Academy, such being the name of the proposed Corporation, as contained in the statement, at such times and places as the said Commissioners may determine.

IN TESTIMONY WHEREOF I hereto set my hand and cause to be affixed the Great Seal of State. Done at the City of Springfield this 30th day of July, A. D., 1889, and of the Independence of the United States the 114th.

[STATE SEAL.]

I. N. PEARSON,
Secretary of State.

To ISAAC N. PEARSON, Secretary of State of the State of Illinois:

The Commissioners duly authorized to open books of Subscription to the Capital Stock of Crab Orchard Academy pursuant to license heretofore issued, bearing date the 30th day of July, A. D., 1889, do hereby report that they opened Books of Subscription to the Capital Stock of said Company, and that the said stock was fully subscribed; that the following is a true copy of such subscription, viz: We, the undersigned, hereby severally subscribe for the number of shares set opposite our respective names, to the Capital Stock of Crab Orchard Academy, and we severally agree to pay the said Company, for each share, the sum of \$25, payable the 1st day of December, 1889.

John Huddleston, 4 shares, \$100. R. F. Pee-

bles, 2 shares, \$50. J. M. Fowler, 4 shares \$100. J. H. Perry, 2 shares, \$50. L. C. Parks, 8 shares, \$200. Jas. W. Turner, 6 shares, \$150. M. M. McDonald, 4 shares, \$100. J. F. Tidwell, 2 shares, \$50. M. J. Brewer, 2 shares, \$50. John H. Burnett, 2 shares, \$50. M. J. Turner, 2 shares, \$50. J. L. Wolf, 2 shares, \$50. J. E. Allen, 2 shares, \$50. F. P. Crossley, 2 shares, \$50. John W. Clarida, 1 share, \$25. W. A. Chaney, 4 shares, \$100. John H. Farris, 2 shares, \$50. C. M. Furlong, 2 shares, \$50. S. T. Motsinger, 1 share, \$25. Geo. C. Campbell, 1 share, \$25. R. L. Ozment, 2 shares, \$50. P. W. Turner, 2 shares, \$50. J. D. Allen, 1 share, \$25. T. Bones, 2 shares, \$50. E. J. Turner, 4 shares, \$100. John Clarida, 4 shares, \$100. J. T. Otey, 2 shares, \$50. H. J. Fuller, 2 shares, \$50. W. L. Stilley, 2 shares, \$50. C. W. Turner, 2 shares, \$50. E. W. Harris, 2 shares, \$50.

That on the 14th day of August, A. D., 1889, at Crab Orchard, Illinois, at the hour of 10 o'clock a. m., they convened a meeting of the subscribers aforesaid, pursuant to notice required by law, which said notice was deposited in the post office, properly addressed to each subscriber, ten days before the time fixed therein, a copy of which said notice is as follows, to-wit:

To John Huddleston:

You are hereby notified that the Capital Stock of Crab Orchard Academy has been

fully subscribed, and that a meeting of the subscribers of such stock will be held at Crab Orchard, Ill., on the 14th day of August, A. D., 1889, at 10 o'clock a. m., for the purpose of electing a Board of Directors for said Company, and for the transaction of such other business as may be necessary.

Signed:—James W. Turner, John Huddleston, Henry J. Fuller, John H. Farris, Martin M. McDonald, Robt. F. Peebles, John F. Tidwell.—Commissioners.

That said subscribers met at the time and place of said notice specified, and proceeded to elect Directors, and that the following persons were duly elected for the term of 1, 2 and 3 years, viz:

W. L. Stilley, M. J. Turner, 1 year. J. M. Fowler, W. A. Chaney, 2 years. M. M. McDonald, M. J. Brewer, J. Huddleston, 3 years.

James W. Turner, John Huddleston, Henry J. Fuller, John H. Farris, Martin M. McDonald, Robt. F. Peebles. Commissioners.

State of Illinois, }
Williamson County, } ss

On this 14th day of August, A. D., 1889, personally appeared before me, a Notary Public in and for said county, in said State, James W. Turner, John Huddleston, Henry J. Fuller, John H. Farris, Martin M. McDonald and Robert F. Peebles, and made oath the foregoing report by them subscribed is true in substance and fact.

[SEAL]

Thomas Bones, Notary Public.

State of Illinois,
Department of State.

ISAAC N. PEARSON, secretary of state.

To all to Whom These Presents Shall Come
Greeting :

WHEREAS, a Statement, duly signed and acknowledged, has been filed in the office of the Secretary of State, on the 30th day of July, A. D., 1889, for the organization of the Crab Orchard Academy under and in accordance with the provisions of "An Act Concerning Corporations," approved April 18, 1872, and in force July 1, 1872, and all acts amendatory thereof, a copy of which statement is hereto attached; and

WHEREAS, a License has been issued to James W. Turner, John Huddleston, Henry J. Fuller, John W. Farris, Martin M. McDonald, Robt. F. Peebles, John F. Tidwell as Commissioners to open books for subscription to the capital stock of said Company, and

WHEREAS, the said Commissioners have, on the 17th day of August, A. D., 1889, filed in the office of the Secretary of State a report of their proceedings under said License, a copy of which is hereto attached.

Now, THEREFORE, I, ISAAC N. PEARSON, Secretary of State of the State of Illinois, by virtue of the powers vested in me by law, do hereby certify that the said Crab Orchard Academy is a legally organized Corporation under the laws of this State.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the Great Seal of State.

Done at the City of Springfield this 17th day of August, in the year of our Lord, one thousand eight hundred and eighty-nine, and of the Independence of the United States the one hundred and fourteenth.

[STATE SEAL]

I. N. PEARSON,
secretary of state.

State of Illinois, }
Williamson County, } ss

I, N. G. Perrine, Clerk of the Circuit Court, and ex-officio Recorder, within and for the County of Williamson and state aforesaid, do hereby certify that the within foregoing Instrument of Writing was filed for record on the 22 day of August, A. D., 1889 at 10 o'clock a. m., and duly recorded in Volume 20 of Deeds on pages 183, 184, 185 and 186.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the seal of said Court the day and date aforesaid.

N. G. PERRINE, Clerk.

THE BUILDING AND CAMPUS.

As soon as we were authorized to open books for subscription to the capital stock of the Academy, I began to solicit subscribers, and with horse and buggy canvassed the surrounding community until the shares were all sold.

The erection of the building was begun immediately, and was completed about the close of the year

at a cost of about three thousand dollars. The building contained three rooms; one large assembly room, with a seating capacity for eighty-four pupils, and two wings, each with a seating capacity for forty-two pupils, making a total seating capacity for one hundred and sixty-eight pupils. The plan embraced all modern improvements for convenience, health and comfort.

The Academy campus contained about seven acres, and occupied a beautiful site on an elevation of land south of Crab Orchard, sufficiently retired to be free from the annoyances and disturbances of the town. The grounds were properly surveyed and over two hundred forest and ornamental trees were planted which added much to the beauty and attraction of the location.

OPENING OF THE SCHOOL.

The building was appropriately dedicated on December 25, 1889, and was opened for the reception of pupils on January 6, 1890. The following pupils were enrolled for the first term: S. L. Tidwell, Gilbert Brewer, Edgar Brewer, Lloyd Parks, Marion Travelstead, Willie Peebles, C. D. Turner, Ed Cunningham, Jas. Wolf, Walter Turner, J. T. Thompson, Moody Tidwell, R. L. Parks, W. F. Rummage, Hubert Corder, Ed C. Huddleston, Gano Ferrell, John H. Campbell, Lum Allen, Frank Bones, F. P. Crossley, M. H. Coonts, Rosalie Turner, Mary Crossley, Maud McDonald, Dollie Duke, Ella Campbell, Mina

Peebles, Kate Tidwell, Bettie Duke, Caroline Travelstead, Nellie Crossley, Lina Cunningham, Wright Black, J. L. Potter, J. H. Edwards, J. C. Swan, Gus H. Turner, Walter Parks, Charlie Turner, Elmer Allen, C. A. Clarida, W. D. Jones, W. S. Motsinger, Jas. H. Felts, A. J. Moore, J. C. Stilley, Ethel Peebles, C. W. Turner, Jno. N. Fry, Anna Furlong, Admiral Turner, Lizzie Furlong, Ben C. Nufer, J. W. Allen, Kate Allen, Eugene Bones, Willie Tidwell, Leo Brewer, Audie Davis, Logan Norman, Fred Perry, Charles Perry, Mabel Tidwell.

TWENTY TERMS OF WORK.

I worked in the Academy from its opening in January, 1890, until my resignation at the close of the academic year, June 10, 1896, embracing a period of seven years, and including twenty consecutive terms. The year was divided into three regular terms; a fall term of twelve weeks, a winter term of ten weeks, and spring term of twelve weeks, making thirty-four weeks for the year.

To meet the demands of the pupils, two courses of study were prepared; a teachers' course of three years, and an academic course of four years. The object of the academic course was to offer opportunities to advanced pupils who wished to continue their studies beyond the usual work of the teachers' course. Many teachers entered the academic course after the completion of the teachers' course.

All pupils were required to do their work systemat-

ically and thoroughly, and on the completion of a regular course a suitable diploma was granted. Many of these diplomas hang on the walls of homes in Williamson and adjoining counties. Departments in music and primary work were also sustained, and these proved to be valuable features in the work of the Academy.

My residence was within a few yards of the campus, and the assembly hall of the Academy was almost a constant home, work-shop, and study room for me during the entire seven years.

GOOD ACCOMPLISHED.

Crab Orchard Academy was not long confined to local patronage, but rapidly drew pupils from abroad. At the opening of the second year pupils were enrolled from all the adjacent counties, and even from other states. The citizens of Crab Orchard perfected plans by which pupils obtained board at very reasonable rates, and this induced many to enter school at the Academy.

The attendance soon reached the full capacity of the building for the spring terms, and was also excellent for the fall and winter terms. During the seven years that I served at the Academy many hundreds of young people received the education and training that started them upward in life. Teachers that were turned out from the Academy were almost invariably successful in their school work, and many of them ranked among the foremost teachers in the

country. Others who were teachers before entering the Academy were trained to greater proficiency in their work, and were soon enabled to obtain first grade certificates. The influences of the Academy reached out into so many channels and avenues of life that it is impossible to estimate the amount of good that was accomplished by the school. Nothing short of eternity can ever reveal this.

PRESENTATION OF GOLD WATCH.

I had prepared a written resignation to hand to the trustees of the Academy at the close of the annual commencement exercises in June, 1895, as they always held their annual meeting at this time to prepare for the work of the next year. On this occasion there was an immense audience in attendance, and immediately after the close of the regular program Ed. C. Huddleston appeared on the stage and presented to me a valuable gold watch, accompanied by the following short address:

"Prof. Turner, we now come to the most pleasant part of the exercises of the evening. We, your pupils, at this time wish to express in some manner the high appreciation we hold of you for the deep and untiring interest you have manifested in our behalf. You have spent much of your own means for our good, and have stood by us in times of need when others failed us, and have inspired us all to seek that which is exalted and noble in life. Now, as a slight token of our gratitude to you, we, your pupils,

present this beautiful gold watch to you, and hope you will receive it with the same spirit that has prompted its presentation, and that you will wear it with kind memories of us through many pleasant and happy years yet to come."

I am usually very firm and fixed in my purposes, and rarely turn from them, but this little incident caused me to withhold my resignation from the trustees at that time, and I remained with the Academy through the three terms of another year.

TAKING LEAVE OF THE SCHOOL.

The commencement exercises at the close of the spring term, June 10, 1896, were the best that had been held in the Academy. The class consisted of fourteen members, the largest class yet, and the orations were all of a very high order and elicited much comment by the vast throng in attendance. At the close of the exercises I presented the following letter of resignation to the authorities of the Academy:

June 10, 1896.

To the directors of Crab Orchard Academy,

Crab Orchard, Ill.,

Gentlemen:

I desire to be released from further services as Principal of your school. In making this request it seems proper that I should make a clear, accurate, and open statement of my reasons for making such request.

My services and expenditures with and for the

school, on such a meager salary as I have received, have reduced my financial condition to such a state that it is absolutely necessary for me to seek other fields of labor, where I can free myself from the stings of poverty, and furnish myself and family with the necessities of life.

When I took charge of the school, seven years ago, I was in moderately easy circumstances. I owned the Farris property, had it all paid for, was entirely out of debt, had sold my farm and had over seven hundred dollars in money.

To-day I am penniless and in debt. All I had, together with my time, has been freely bestowed for the benefit of my pupils, and the upbuilding of Crab Orchard Academy, and I have nothing left save the gratitude and sympathies of my pupils. I hope you, as a board of directors, appreciate what I have done for the school, and for my pupils, among whom are your own children; and I most imploringly ask you to grant my request that I may engage in other enterprises that will bring me the relief that I so greatly need.

I appreciate the many courtesies and kindnesses shown to me during my labors among you, and those who have bestowed them shall always have a warm place in my bosom.

It is with feelings of emotion and sadness that I withdraw from the school. Crab Orchard Academy has been the one pet project of my life. The best

and most active part of my life has been given to this enterprise; and I have done what I could to raise the standard of intelligence and morality among the aspiring youth of our country.

The consciousness of having done what I could in this direction, and knowing that my work has not all been in vain, is much relief to me, and is a partial recompense for my sacrifices.

Again, when in after life I revert to the many pleasant scenes and associations around Crab Orchard Academy, they will present the most beautiful pictures that hang on memory's wall.

With thanks to you for your kindness to me in the past, I again ask you to accept my resignation.

Respectfully,

JAS. W. TURNER.

NEWSPAPER COMMENTS.

(From The Egyptian Press.)

"Prof. Turner is moving with his family to Stonefort this week. In this move Crab Orchard suffers a great loss. The professor is too well known in this county for it to be necessary to go into the details of his career as a teacher in our town. He was principal of the Public Schools from '85 to '89, when he took charge of the Academy. It was he who first introduced the idea of an institution of learning, aside from the public schools, in Crab Orchard. After meeting with success in his efforts to have a joint stock company formed and a neat little academy building erected,

which was constructed after his own architectural ideas, the professor was untiring in his labors in the interest of the enterprise. He never left a thing undone that he could do to make a success of the Academy. Even the catalogues and all printing done in the interests of this institution were done, of late years, by himself, in his own office, at his own expense, and gratis to the owners of the institution. The Student, a neat little journal in the interests of the Academy, was published from his little printing office, at nobody's expense but his own. Now that he leaves us, what will the Academy do and what would our town do without the Academy? Shall we let our educational enterprises drift back into the rut from which he raised them? The trustees may push forward, secure new faculty and keep the institution moving, but with Prof. Turner's departure his influence and his gratuitous auxiliaries will depart also. Would it not have been for the better to have retained him at any cost rather than to have affairs as they will undoubtedly be when he is no longer at the head of our educational enterprises? The professor will take charge of Stonefort Public Schools at a handsome salary, his son Gus having the second highest place in the same school. We congratulate Stonefort on her acquisition, while our regrets and best wishes go with Prof. Turner and his esteemed family."

RFTROSPECT OF THE ACADEMY.

Crab Orchard Academy arose to supply the pressing

educational demands of the community at that time. It was the life of the village, the pride of the promoters, and the welcome home of hundreds of the aspiring youth of Williamson and adjoining counties each year. It was the pet project of my former days, and within its walls I spent the happiest and best days of my life. My work in the Academy, my pleasant associations with the pupils and teachers, and the good accomplished there, will always recur to me as an oasis in the journey of life.

The Academy has fulfilled its mission. Its work has long been a matter of history. This work will still live in the memory of hundreds of grateful pupils who received its benefits.

When I closed the doors of the Academy for the last time, and took a parting look at the dear old building and campus, I felt as though I had severed ties that were almost sacred to me, and nothing but absolute need could have induced me to take this parting.

A few years ago, in company with my oldest son, Walter, I visited the Academy building on a beautiful summer day, after an absence of many years. We found an entrance to the building and spent some time within its walls, viewing the familiar objects and scenes that we had so often looked upon before. While resting in a chair upon the rostrum, the pleasant associations of bygone days crept forcefully back to me, and I could scarcely control the emotions that held me within their grasp. Such is the power of memory.

CHAPTER VI

RETURN TO STONEFORT—PLATONIAN LITERARY SOCIETY—THE
HIGH SCHOOL—SPECIAL SPRING TERMS—SPRING ATTEND-
ANCE—HIGH SCHOOL GRADUATES—STONEFORT STUDENT—
CORPORAL PUNISHMENT—REMOVAL TO CARTERVILLE—CAR-
TERVILLE HIGH SCHOOL—BEGINNING WORK—FIVE YEARS OF
WORK—SPECIAL SPRING TERMS—FIRST GRADUATES—PART-
ING WORDS

RETURN TO STONEFORT.

SOON after the acceptance of my resignation by the authorities of the Academy, I engaged the Stonefort school for the year 1896-1897, with my son Gus as teacher in the grammar grades. On returning to the school I did not find the conditions as favorable as they were when J. C. B. Smith turned the school over to me in 1880. The high school work that I had inaugurated from 1881 to 1883, and which was in a flourishing condition when I left it, had been neglected to such an extent that much extra work was necessary to restore that line of work to its proper standing. However, the conditions were soon adjusted throughout all the grades, and the pupils were soon making satisfactory progress in their studies, and a general good interest prevailed

throughout the year, notwithstanding the fact that it was "presidential year."

PLATONIAN LITERARY SOCIETY.

In order to add to the interests of the school we organized the "Platonian Literary Society," which gave programs once each week, the exercises being open to the public. These programs did much to overcome the demoralizing effects of "campaign year." Besides the educational nature of the exercises, they embraced many other entertaining features. The pupils were very enthusiastic in the exercises of each program, and the meetings were attended by many of the patrons and friends of the school. In this way the co-operation of parents was secured in a very large measure, and soon the "Platonian Literary Society" became a valuable auxiliary to the regular school work. The exercises of this society were continued during each term until I withdrew from the school in 1899 to assume the superintendency of the Cartersville schools.

THE HIGH SCHOOL.

In reorganizing the work for the high school, I was governed in the selection of subjects and the arrangement of the course by the demands for such work at that time. This demand was for a course embracing such subjects as were necessary to prepare the pupils to pass examinations and secure certificates either of the first or second grade. I accordingly arranged a three-year course with this object in view.

This proved to be a very popular move, as there were so few schools at that time offering such advantages. Most of the pupils who completed the work of the "common branches" remained in school to complete the work of the "elementary sciences," thus preparing themselves for first grade certificates.

SPECIAL SPRING TERMS.

The demand for review work and advanced work for teachers was greater than ever before, and I continued my system of regular spring terms for the special benefit of teachers, and for those preparing to teach. These special terms would open immediately after the close of the regular public school term, and continue for a period of twelve weeks.

As there was a constant call for grade work during the sessions each spring, I decided to add that class of work to my regular advanced work for teachers, and secured an assistant for that purpose. We arranged an additional room for the reception of pupils in the grades, and the result was a good attendance in that department of the school. The first class after the addition of grade work to the spring terms consisted of the following students:

SPRING ATTENDANCE.

J. S. Allen, Geo. Arnold, Nellie Blackman, Noah Blackman, Leora Bozarth, G. R. Brewer, James Buckner, Flossa Cain, E. E. Camden, Mary Campbell, S. W. Cawthon, Inez Chapman, Alice Chitwood, Lura Chitwood, Nellie Chitwood, Charles Corder, Fred

Corder, Mamie Corder, Loyd Cox, Della Craig, Ida Cross, S. L. Dallas, Violet Duncan, Elmer Edmundson, Roscoe Erwin, John R. Finley, T. F. Gill, Don Goe, George Goe, Mabel Goe, Marina Goe, Nannie Goe, Portia Goe, R. E. Groce, Lyda Hagens, Simon Hancock, John Hanrahan, Ed Heaton, Georgia Heaton, Sarah Henderson, Willie Henderson, Benjamin Hill, Trousse Hill, Roy Holmes, Ralph Hutchinson, Fred Johnson, Lola Johnson, Nannie Johnson, Amon Jones, Anna Jones, Emmet Jones, J. D. Jones, Marion Jones, Don Joyner, Inez Joyner, Ray Joyner, Millie Joyner, Lee King, W. Laughlin, R. C. Launius, Elmer Leek, Cora Lewis, Elijah Lewis, Edith Mackey, Lillie Mackey, Bessie Middleton, Joseph Miffin, Lem Miffin, Birdie Miller, D. F. Miller, Josie Miller, Lacy Miller, Lewis Miller, Gertie Mofield, Maud Mofield, Willie Monroe, Ida M. Mount, David Nolen, Irvin Nolen, C. M. Osburn, Ellen Osburn, Headley Osburn, Tranny Osburn, Chas. B. Ozment, Marshall Ozment, Robert Parks, Seab Parton, Ethel Pulley, Guy Pulley, Lela Pulley, Loy Pulley, Luther Purnell, Maud Purnell, Ada Ridgeway, John Ridgeway, G. W. Shanks, Frank Simmonds, T. W. Stafford, S. T. Thompson, Logan Todd, Cynthia Trammell, Minnie Trammell, C. H. Turner, Esther Turner, G. H. Turner, Rosalie Turner, J. E. Vineyard, Bertie Ward, Nettie Webber, C. H. Weld, Anna Whittaker, Herman Wiggs, Caddie Wilson, Mabel Wright, Pearl Wright, T. E. Youngblood, Paul Youngblood.

HIGH SCHOOL GRADUATES.

The high school course extended through a period of three years, and as it was organized in 1896, it could not be completed until the close of the term in 1899. The first class consisted of ten members, and the commencement exercises were held in the First Baptist Church at the close of the spring term in June, 1899. These exercises were prepared with great care and labor, and reflected much credit on the individual members of the class. The class orations were of a high order, and were delivered in a very effective manner before an immense audience. The class consisted of the following members: Cynthia Trammell, salutatorian; Minnie Trammell; Portia Goe; Leora Bozarth; Cora Lewis; Roy E. Holmes; W. L. Motsinger; T. E. Youngblood; Wesley Stafford; Cortez Osburn, valedictorian.

STONEFORT STUDENT.

In February, 1894, I established the CRAB ORCHARD STUDENT to assist in promoting the interests of the Academy and to emulate and encourage my pupils in their efforts to obtain an education. It proved to be of such great value in accomplishing the aims for which it was intended that I have continued its publication in all of my schools for more than a quarter of a century, changing the name only to correspond with the location of my school. This little school journal has been of untold value in many phases of my school work, and has always been

largely read by my pupils and patrons. It has been published under the following titles: CRAB ORCHARD STUDENT, STONEFORT STUDENT, CARTERVILLE STUDENT, CREAL SPRINGS STUDENT, CARRIER MILLS STUDENT. In the first issue of the Stonefort Student appeared this article relative to

CORPORAL PUNISHMENT.

In the session of the Southern Illinois Teachers' Association at Olney the following resolution was unanimously adopted:

Whereas, there is now pending in the Legislature of the State of Illinois, a measure that has for its object the prohibition of corporal punishment in the public schools, therefore

Be it Resolved, That we, the members of the Southern Illinois Teachers' Association, representing thirty-four of the southern counties of the state, do hereby enter our protest against any such proposed legislation, as we believe it could have but one result, to-wit: The weakening of the authority of the teacher and the consequent destruction of good discipline.

We favor the minimum exercise of corporal punishment in the management of refractory and disobedient pupils, but we believe the authority to use the rod should not be abridged or denied to the teacher in the management of the school.

The school laws of the State of Illinois now recognize that the teacher stands in the place of the parent in all matters pertaining to the control of the child

while under the teacher's jurisdiction, and any departure therefrom would be unwise and likely to encourage lawlessness and insubordination.

Resolved, That we earnestly ask all members of the Legislature to vote against such legislation, and particularly against bill No. 560, introduced by Representative Canadey, of Montgomery county.

REMOVAL TO CARTERVILLE.

Soon after the close of my spring term at Stonefort in 1899, I was notified by Geo. A. Henshaw, secretary of the board of education at Carterville—a former pupil and assistant teacher of mine—that they wished me to secure the superintendency of their schools, and requested that I meet them immediately for that purpose. After investigating the situation and conditions thoroughly I accepted the position, and soon removed there to begin the planning of my work for the coming term.

Up to that time the work in the Carterville schools had not extended above the eighth grade. As a new school building sufficiently large to accommodate all the needs of the school was in the process of erection, I urged that a High School course be prepared and a class organized at the opening of the term. This met the hearty approval of the Board and the patrons in general, as they were anxious for the pupils to have the advantage of High School work at home. By request I prepared a four-year course for High School work, and at a regular meeting of the Board

on July 26, this course of study was adopted to go into operation at the opening of the term in September.

In August, 1899, I issued the first volume of the CARTERVILLE STUDENT, and in this number the Board of Education made the following announcement of the High School course.

CARTERVILLE HIGH SCHOOL.

"We, the Board of Education of the Carterville public schools, have adopted a High School course of study for the benefit of the pupils of our schools who have finished the work of the grades, and the same will go into operation at the opening of our schools in September. In preparing and adopting this course we have been prompted by a desire to offer High School privileges to our pupils at home, whereby they may derive the greatest possible benefit from our schools.

"The course extends through a period of four years, and includes commercial arithmetic, algebra, plane and solid geometry, physics, zoology, botany, English and American literature, civics, Latin, general history, chemistry, astronomy, physical geography, psychology. This course is sufficiently extensive to place the school on the accredited list, so that pupils completing the course will be admitted to Colleges, Universities, and Normals without examination, and receive credit for the work done in our school.

"The course has been prepared with much care, and the interests of the school demand that the same be strictly conformed to, and we solicit the co-operation of parents and patrons in the work, and ask that the pupils be present at the beginning of the term so that the High School classes may be organized with as little delay as possible. Pupils will be required to do their work in a thorough and systematic manner, and when the High School course has been completed a suitable diploma will be awarded."

BEGINNING MY WORK.

Immediately after the publication of *The Student* I began the work of visiting the homes of the parents and patrons, especially of those whose children would be able to begin the work of the High School at the opening of the term. I met with much encouragement in my plans to better the conditions of the school, and all were greatly elated over the plan of establishing a regular High School department. The result was that at the opening of the school in September there was a large enrollment in all departments of the school, including a splendid class for the first year of the High School. As the new building was not completed at the opening of the term the work was conducted in the two old buildings for the first two months, when we abandoned the old frame structure that stood near the I. C. railroad station, and occupied the new brick building. The two buildings occupied by the school now stood only a

few feet apart on a pleasant site adjoining the beautiful city park.

FIVE YEARS OF WORK.

During the five years of my work at Carterville I had a splendid corps of teachers each year in all departments of the school. My Principal and assistant in the High School work the first two years was D. C. Jones; the third year, A. G. Davis; the fourth year, B. F. Norfleet; the fifth year, C. W. Webkemeyer. Miss Kate Winning had charge of the primary department during the entire five years, and she was a most excellent teacher for that department. With this splendid corps of teachers in all departments of the school, and with the co-operation and support of the parents and patrons in general, we were enabled to do much toward raising the standard of the school each year. The usual custom of seeking some employment by pupils who finished the eighth grade was overcome in a marked degree by establishing the High School, and this department increased in numbers from term to term.

SPECIAL SPRING TERMS.

I followed my usual custom of conducting special spring terms after the close of the regular winter terms, and this was continued as long as I remained with the Carterville schools. The work of these special spring terms was arranged especially to meet the needs of teachers and advanced pupils, and as the special summer terms for teachers had not yet been

provided at Carbondale, there was a strong demand for such work at Carterville, and my special terms were largely attended each year. The High School pupils of Carterville who attended these special spring terms were accredited for their work the same as if it had been done during the regular winter terms. I applied a portion of my income from each spring term to the purchase of books for the public school library, and this, with some appropriations made by the Board of Education, soon provided a good working library of valuable books for the school.

FIRST GRADUATES.

The first class to graduate from the Carterville High School consisted of the following pupils: Sadie Campbell, Fred Walker, Caesar Ferrell, Turner Har-riss, Clara Perry, Turzah Carver, Fred Nichol, Maggie Winning. They entered the High School when it was first organized in 1899, and completed the four-year course at the close of the term in 1903. This was a splendid class of industrious, energetic, aspiring boys and girls, and the influence of their studious habits and excellent deportment throughout the four years of their High School work did much to create interest and enthusiasm in the work of this department of the school. The commencement exercises were held in the Samuel hall in the presence of an immense audience. The class orations were most excellent and were all delivered with much force, and some of them with a touch of eloquence.

Prof. J. T. Ellis of the Southern Illinois Normal delivered a very effective and inspiring class address, after which the diplomas were presented to the graduates by the Secretary of the Board of Education. Thus ended the first commencement exercises of the Carterville High School.

For several years the Board at Creal Springs had offered inducements for me to accept the superintendency of their school, but I remained at Carterville another year, after which I tendered my resignation and accepted the position at Creal Springs. During my work at Carterville there was scarcely a ripple to disturb the quiet reign of peace, harmony, and co-operation. These years were indeed pleasant ones to me. My associations with the teachers, the pupils, and parents were most enjoyable, and the fact that the school was making good progress in all departments each year added greatly to my pleasure.

PARTING WORDS.

On withdrawing from the school I received the following letter of appreciation from my pupils:

CARTERVILLE, ILL.

Prof. J. W. Turner:—

We, the pupils of Carterville High School, class of '05, desire at this time to express, as near as possible, our appreciation and tender sentiments for you, and of thanking you for your untiring efforts in our behalf.

You hold in our hearts a place separate and apart

from others. Although you are, as a teacher, parted from us, you will never be forgotten. There is a feeling for you in our hearts that will never vanish, but will remain in our memories through life. For you we hold the deepest feeling of gratitude, sympathy, honor and respect.

We feel glad that during the time we have been associated together as teacher and pupils, there has been nothing but the most pleasant and friendly associations and relations between us—nothing of an unpleasant or disagreeable nature that would bring regrets now at parting. You have ever shown us true sympathy, kindness and forbearance and we sincerely hope that we have pleased you with our manifestation of obedience and loyalty.

It was you who inspired us to higher ideals, and kindled an ambitious spark in each of our lives. If in after life, we reach the topmost round on the ladder of fame, or occupy the less exalted station of honorable citizenship, we shall be grateful to you and feel that we owe our success to your inspiring instruction and advice. Can anything be more gratifying to you than to know you have taught us to live for noble purposes, to be useful to mankind, to have high aims and strive to reach the best there is in life?

We have learned to look upon you as a father, and now in parting we want you to remember that wherever you may be in the future or in whatever

place destiny may cast your lot, you will ever be present in our memories, and our tenderest feelings and best wishes will ever be with you. May these cheer you and aid you in life's work is the sincere wishes of your loyal pupils,

Class of '05.

Dear Pupils:

Please accept my sincere thanks for the beautiful letter you sent me on the closing day of school. I assure you that I appreciate the high regard you have shown for me, the earnest efforts you have made to succeed in your school work, and the many acts of kindness extended to me during the time you have been my pupils.

Through the remainder of my life I will always carry with me a warm place in my bosom for the upright, noble-hearted boys and girls who have been my pupils in the Carterville schools, and will cherish the pleasant memories of our happy association. These have been emblazoned on the tablet of my memory in letters of gold and can never fade away while I remain on earth.

During the five years that I have been your teacher I have done what I could to lead you to see the beauties in cultivating the mind, and forming habits that would be of value to you through life. If I have succeeded in this, and if my efforts have caused you to aspire to that which is high, pure, noble and

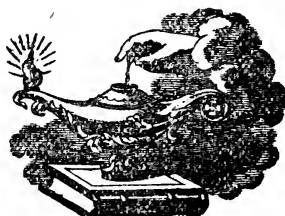
righteous in life, I shall feel that my labors with you have not been in vain.

As a parting word I would advise you to continue in school and use your very best efforts to reach the goal of a noble ambition. Let "onward and upward, virtue and honesty" be your motto through life, with a true Christian spirit for your guiding star in all things, and you cannot go wrong or fail in life.

Hoping that your future efforts in school may be crowned with success, and wishing you the very best there is in this life and in the life to come, I remain,

Most sincerely your friend,

JAS. W. TURNER.



CHAPTER VII

WORK AT CREAL SPRINGS—SPIRIT OF ENMITY—GRADUATING CLASSES—RECEPTION OF OLD SOLDIERS—ADDRESS OF WELCOME—SECOND CLASS—MISS GIBSON'S VALEDICTORY—PRESENTATION OF DIPLOMAS—THIRD CLASS—KNOCKERS AND KICKERS—BOARD OF EDUCATION SPEAKS

WORK AT CREAL SPRINGS.

WHEN I took charge of the schools at Creal Springs the building was an old frame structure containing only six rooms, and stood near the overhead bridge that spans a deep cut of the I. C. railroad, in the southwestern part of the town. The school had been in the hands of competent teachers for many years, and I found favorable conditions prevailing throughout all the grades. A short High School course had been established, and the pupils in that department were doing very satisfactory work. The High School course was extended somewhat during my first year, and was finally arranged as a regular four-year course. This course was sustained during the remainder of the four years of my work at Creal Springs.

SPIRIT OF ENMITY.

At that time the Creal Springs College was in

operation, although with a very small attendance, and most of the pupils who attended that institution soon imbibed a spirit of enmity towards the public school and teachers and pupils. This hostility was intensified when I inaugurated my system of special spring terms as I had done in other localities before. I established these special spring terms at Creal Springs in response to the numerous solicitations of teachers, advanced pupils who were preparing to teach, and of most of the patrons of the public schools.

In arranging the work for these special terms I was governed by the special needs of the pupils who attended, and sought to give them what they mostly needed. I continued these special terms as long as I remained at Creal Springs, and the large and constantly increasing attendance testified to the pressing need for such work.

GRADUATING CLASSES.

The first class to graduate from my school at Creal Springs completed the course at the close of the term in 1906. The commencement exercises were held in the Congregational Church, and were witnessed by an immense audience. The class consisted of the following thirteen members: Marbie Lane, W. H. Schaefer, Winnie Harris, Calvin Gillespie, Harry Patterson, Fred Taylor, Ora Chamness, Clara Dugger, Roscoe McNeil, Ethel Proctor, Harry Miller, Nellie Schaefer, Fred Shoemaker. The class

orations were all good, and were presented in a manner that reflected much credit on the individual members. Ed M. Stotlar delivered the class address.

RECEPTION OF OLD SOLDIERS.

As another year was added to the High School course there was no graduating class in 1907. It was on "Memorial Day" of this year that our teachers and pupils prepared a program of exercises in honor of the old soldiers of Creal Springs and vicinity, and for their special entertainment. The veterans assembled at the school building, and the procession, which included all the pupils of the public schools, with their teachers, marched with the old soldiers to the Freewill Baptist Church where the reception was held.

Having been selected for the purpose, on convening at the church I delivered the following

ADDRESS OF WELCOME:

"To the old soldiers and veterans who are present here this evening we, the teachers and pupils of Creal Springs public schools, wish to extend a most hearty welcome. These exercises have been especially prepared for your entertainment, and in recognition of the services you have rendered to our nation and its institutions, and we hope to entertain you in such a way and in such a spirit as to add a ray of joy and comfort to the shadow of your declining years.

"Among the greatest of the institutions that your valor defended, preserved and transmitted to the

rising generation, are the public schools of our land. These schools are established that the boys and girls of our country may have the opportunity of developing themselves into the highest type of manhood and womanhood, and thus strengthen the government of our nation. No government can be stronger or greater than the people composing it, hence the necessity of a solid, intelligent, educated, patriotic citizenship.

"Of the many things that should be developed in our public schools, the spirit of Christianity and patriotism stands among the first. I do not mean by Christian and patriotic development that anything of a sectarian or political nature should be permitted to enter in the work of the schools. But the fundamental principles of Christianity and true patriotism, towering as far above sectarianism and partyism as the mountain peaks tower above the valleys, should be cultivated and developed in the bosom of every pupil in our public schools. It is for the purpose of expressing our gratitude to the old soldiers, and developing these exalted principles that we have met here at this hour.

"While our patriotism should be of that broad, magnanimous kind, extending as far as our country's possessions, and even extending to the lands of the downtrodden and oppressed everywhere, yet I believe that a certain amount of local patriotism is justifiable in every one, and even commendable. We ought to

take a special pride in the patriotism that has been shown by our great state and its honored citizens. This is not in the least detracting from the honor and patriotism of other states and citizens.

"When Lincoln issued his first call for volunteers in the early part of '61, the response from Illinois was both prompt and liberal. The state responded to each subsequent call with the same promptness and liberality and during the war more than a quarter of a million volunteers enlisted from our state. In this respect Illinois stands as one of the most patriotic states of the union.

"Among the great leaders of Illinois whose patriotism and statesmanship did much to shape the destiny of our country are found the names of Abraham Lincoln, Stephen A. Douglas, Ulysses S. Grant and John A. Logan. In the lives of these representative Illinoisans are found many lessons worthy of the emulation of every true American citizen and every boy and girl in the land. Lincoln arose from the humblest walks of life to the highest position in the nation, and guided the destiny of our country through the gloomiest period of its history. He then laid down his own great life just at the first dawning of peace, dying a martyr to his country's cause.

"Stephen A. Douglas came to Illinois when a boy, penniless and friendless. By self-reliance and perseverance he was soon in the United States senate, and became one of the greatest debaters and political

champions of the age. When the hour of secession came he showed his loyalty and patriotism by coming out boldly for the preservation of the union.

"General Grant was a man of deeds and not of words. He was actively engaged in the principal military movements of the war during the entire period from Belmont to Appomattox. As General-in-Chief he made few mistakes, appeared to be the man of the day, and pushed the war to a termination as rapidly as possible.

"General John A. Logan, who was born in an adjoining county to ours, was the greatest volunteer general the world has ever known. He was almost idolized by his soldiers, and he led them through many of the bloodiest conflicts of the war. He was the first commander of the G. A. R., and was the founder of Memorial Day.

"Although we cannot over-estimate the services of those who planned the military campaigns and carried them out, yet the real victory was won at last by the men behind the guns. You who formed the rank and file of the army and stood behind the guns and did the bidding of your commanders deserve as much or more honor than do the commanders themselves.

"You who are here this evening are much more fortunate than those of your comrades who laid down their lives in the terrible conflict. They did not live to see what would be the destiny of their country, whether the union would be preserved or destroyed,

whether the stars and stripes would still float over our land or be torn down. But you have been more fortunate than this. Providence has extended your days on earth and you have seen many of the blessings coming from the government you defended.

"You have lived to see our states increase in number from thirty-four to forty-five, and our population from 31,000,000 to 85,000,000. You have seen the shackles of slavery torn from 4,000,000 of human beings, and the old South transformed into the new South, with factories dotting the face of the country almost as thickly as in the Eastern and Northern states. You have seen the public school systems established in all sections of our country, for the training and education of the youth of our land. You have lived to see all sectional strife wiped out and peace and harmony established in its stead, so that to-day we have no East, no West, no North, no South, but one united, indivisible country, and only one heart beating in the nation's breast, and this the heart of peace, harmony, loyalty and union.

"To witness these great things is surely a source of comfort and consolation to you while you are passing through the evening shades of life. That you are passing deep into the shades of life's close is shown by the bent forms and unsteady gait with which you marched from the school building to this church a few moments ago. I remember the firm, strong, elastic step that supported your erect bodies

as you followed the retreating enemy from Bowling Green to Nashville, and as some of you followed Sherman on his famous march from Atlanta to Savannah and Wilmington. What a difference between then and now!

"The fact that you are so rapidly passing away and will soon all be gone is a picture of sadness and gloom within itself. But there is no cloud so dark and gloomy but what it has a silver lining somewhere. Although you are becoming weaker each year, it should be a source of pleasure to you to know that the principles for which you fought, and the institutions that your valor established and defended are not failing or becoming weaker. These principles and institutions are still advancing and rising, and will still continue to go onward and upward as long as Americans love liberty and freedom, and that will be until the end of time.

"Wishing that you old soldiers may live to see the recurrence of many more such days as this, I, in behalf of the teachers and pupils of Creal Springs public schools, again extend to you, one and all, a most cordial welcome to our exercises."

SECOND CLASS.

The second class—1908—contained six members: Roy Barnwell, Julia Fairless, Florence Lannom, Elsie Ford, Gladys Henry, Sophia Gibson. The commencement exercises were held in the Dugger opera house which was filled to its utmost capacity. The

class orations were all well delivered, but the crowning feature of the exercises was the eloquent and touching valedictory by Sophia Gibson.

MISS GIBSON'S VALEDICTORY.

Class of '08, teachers, school-mates, and friends:— We have met in these commencement exercises of the Creal Springs High School, and this occasion is the beginning of our new life.

Fellow class-mates, it has been by the undivided attention of our most noble instructor, Prof. Turner, that we are prepared to participate in these commencement exercises to-night. With unfaltering trust he has taught us to shun the many pitfalls along the pathway of life that lead so many young men and young women to ruin. He has warned us of the many roads that lead to the dark valleys of despair, and has used his best efforts to set our feet in the paths that lead to honor and success. So, dear class-mates, if we have heeded his warning we have nothing to fear, for it has taught us how to meet the duties of life and win.

To-night we are passing "Out from the harbor into the sea." We leave here with new responsibilities resting upon us. It is the beginning of our new life. The sea of life lies all unbroken before us. As we stand on the shore and see the bright sparkling waters spread out in one smooth, unbroken plane before us, we cannot see the storms that are raging o'er the dark waters beyond.

So let us prepare ourselves for the storms that are to come in our lives, and let us show ourselves worthy of the honor to be conferred on us here to-night. Our diplomas are only passports from one harbor to another. Before leaving the last harbor did we leave anything undone? If we did we have not done our duty. Only time can tell us this.

In behalf of the class of '08, I extend our heart-felt thanks to the Board of Education for the splendid school provided for us, and wish them the same success in the future as in the past.

Dear friends, we are sincerely grateful to you for your presence here to-night. Your smiling faces and pleasant countenances show to us the deep interest you have in the work of education and the uplift of the rising generation. Your looks show you are our true friends, and may this friendship ever grow till naught but death can sever. For the many words of encouragement we have received from you, and for the many helping things you have done for us, we thank you again and again.

To you, dear parent, we owe an unbounded debt of gratitude for the many stars you have set among us in the dark hours of despair. You have helped us to climb the rugged path of duty until we now stand on the battlements of life and watch the struggling mass of humanity trying to gain the places you have helped us to gain. We can never, never thank you enough for your unfaltering devotion to our interests,

and we hope some day to be able to repay the debt we owe you by becoming model men and women.

Words cannot express the deep feelings of adoration and gratitude we have for our most noble instructor, Prof. Turner. In behalf of the class of '08, I extend our deepest heart-felt thanks to him for his encouraging words, his wise advice, and above all, for the helping hand that he has ever extended to us while under his wise and kind instruction. We shower our congratulations on him for the success he has had as an instructor, and hope that his success may ever grow.

Dear class-mates, this is a time of reflection. The many years of the past come crowding upon us, mingled with joys and sorrow. The house, the surroundings, and above all, the teacher, we will ever hold in our hearts as sacred memories, although we can never enjoy them again. The many happy hours and days we have spent together at school will ever be a pleasant memory to us. There we welded the links in the golden chain of friendship that binds us together in a band of affectionate class-mates. When we meet on that grand and final commencement day, around the Eternal White Throne, there to rehearse the drama of life, may that chain be as strong and unbroken as it is here to-night.

PRESENTATION OF DIPLOMAS.

The members of the class were so insistent in their demands that I present to them their diplomas on

commencement night, that I finally yielded to their request. After the valedictory I made the presentation accompanied by the following brief address:

"I am before this audience at this time to present the diplomas to this class by the request of the members of the class themselves. I promised to say only a few words on this occasion, and I shall make my promise good.

"To you, the members of this class, I have but little to say beyond what I have been saying to you in school for the past three years. Along with the lessons you have learned in the various branches of your studies, you have been trained in the development of genuine character and the formation of correct habits. These will be of infinitely more value to you in fighting the battles of life than the mere subjects you have learned from your books.

"Your valedictorian has just said that you all leave here to-night with new responsibilities resting upon you. One of these responsibilities is that of good citizenship. The state has discharged its obligation in a measure by providing a good free school system which has given to you a good common school education. It is now your duty to repay this to the state by adding to its worth in the way of upright character and good citizenship.

"You are all in the bloom of youth and are starting on the voyage of life with bright prospects before you. You are inclined to look on the gay, pleasant,

cheerful side of life, and to think that the whole voyage will be as pleasant as it is now. But in this you will be deceived. Before you reach the harbor at the end of life's journey your lives will be overshadowed by disappointments, gloom, sorrow and sadness on many occasions. The sun that pours the sunshine of life on you so abundantly now will go into total eclipse many times before you finish life's journey. But with the training you have received during your school days you should be able to meet these stormy billows and keep your vessels afloat.

"It is now time for you to receive your diplomas. You have earned them. They are justly yours. You have been faithful, punctual and self-reliant. You have been obedient, loyal to your school, and have met its requirements. As the last act of my school service to you I am glad to have the pleasure of presenting to you these scrolls of honor. Let your lives be pure, noble, clean and upright, and strive to attain the very best there is in an exalted manhood and womanhood. Let nothing enter into your life that would cause this school board to regret having conferred these honors upon you here to-night. I now take pleasure in presenting to you your diplomas."

THIRD CLASS.

My last class in the Creal Springs school completed the course and graduated at the close of the special spring term in June, 1908. This class consisted of twelve members: Edith Cummings, Verna Dugger,

Virtus Brown, Joe Lauderdale, Joe Dugger, Earl Brogdon, Ruth McInturff, Amos Taylor, Ora McMahon, Della Schaefer, Osmond Cosby, Ruth Jones. This was the first class to complete the course in a special spring term. As the work conformed strictly to the regular High School course of the winter terms, and the entire class consisted of the same members as the regular public school class, and as the instruction was all given by myself and in the same building and under the same restrictions and requirements as the regular winter terms, the Board of Education willingly recognized the work of the spring term and gave the pupils credit for it the same as though the work had been done during the regular winter term.

KNOCKERS AND KICKERS.

This action of the Board offered an opportunity for knockers, kickers, and growlers to offer criticisms of the school in general. They found fault, not only with the special spring terms, but with the winter terms, the teachers, the pupils, the Board of Education, and especially with the High School. This malicious and unjust criticism was carried to the extent that it elicited the following statement from me in defense of my teachers and pupils, and which appeared in one of the Creal Springs papers:

In defense of my teachers I can say that they have done their work earnestly, faithfully and well. They have been enthusiastic, have shown a true professional

spirit in attending all of our faculty meetings during the year and taking active part in the same. They have faithfully followed the State Course of study, and their pupils have made good progress in all the grades. No corps of teachers anywhere can be more efficient than are the teachers of Creal Springs public schools.

As to the pupils of the high school, whose work and ability have been so untruthfully and cowardly attacked, I can say that there is not a brighter, more scholarly and worthy class of pupils in any high school in Southern Illinois. They are all studious, earnest, ambitious and perseverent. They are boys and girls of self-reliance, are obedient, and are loyal to their teacher, to their school and its interests.

JAS. W. TURNER.

BOARD OF EDUCATION SPEAKS.

The School Board condemned these false criticisms in the following statement which appeared in the same paper:

TO THE PUBLIC:—

An article appeared in the Creal Springs Times last week which contained some incorrect and unwarranted statements relative to our school which we feel it our duty to condemn. These statements cast an unjust and false reflection on our Superintendent and his corps of teachers, and also on the pupils of our school. These insinuations were written by one who knew them to be utterly untrue, and in defense

of our school and our teachers we wish to refute them.

We have children from our families representing every department of the schools from the primary to the high school, and we positively know that they have made excellent progress in their studies during the entire term. We have visited the school often during the year and have seen the work in the various grades and know that it is of a high order, and that a more progressive class of pupils and competent corps of teachers cannot be found in any school.

We can truthfully say that the present term has been one of unparalleled success in all the departments, and that more universal satisfaction prevails than in any preceding term of the school. We very much regret that these unjust and false statements were made against our school and teachers, and we are glad to take this method of condemning the spirit that prompted such an injustice.

A. A. DUGGER, Pres.

R. HEASLEY, Sec.

W. S. BRIM,

J. M. RAINS,

THOMAS TAYLOR,

G. W. DEMPSEY,

Members of Board.

CHAPTER VIII

AT STONEFORT AGAIN—CLASS OF 1910—AT CARRIER MILLS—
CARRIER MILLS STUDENT—HIGH SCHOOL COURSE—PUPILS
BECOME TEACHERS—SPECIAL SPRING TERMS—FOURTH TIME
AT STONEFORT—LAST CLASSES AT STONEFORT—TWELVE
YEARS OF WORK—AT CARRIER MILLS AGAIN—RECOGNIZED
THREE-YEAR HIGH SCHOOL—PROGRESS OF THE SCHOOLS—
GRADUATING CLASSES

AT STONEFORT AGAIN.

BEFORE the close of my special spring term at Creal Springs in 1908, I engaged with the School Board at Stonefort to serve as Superintendent of their schools for the term beginning in September of that year, and soon removed my family there that I might begin the work of preparation for the coming term. Some changes were made in High School course by the addition of branches necessary to give the school a higher standing, and for this reason there was no graduating class in 1909. We used our best efforts during the year to strengthen the work

in all the departments of the school, and did reasonably well in creating energy, interest, and enthusiasm throughout the grades.

CLASS OF 1910.

With the new branches that had been added to the High School course the pupils were not able to complete the work by the close of the regular winter term, but continued it during the special spring term and graduated in June of that year. The commencement exercises were held in the First Baptist Church before a large audience. The class orations were very creditable, and were well delivered. The members of the class were: Anna Mulvey, Beatrice Connor, Mabel Anderson, Margaret Connor, Olive Blackman, Raymond Ledin, Robert Parks.

AT CARRIER MILLS.

In 1910 the Board at Carrier Mills completed the erection of a splendid school building of which they had been greatly in need for many years. It was their desire now to improve the school in every way possible and raise it up to a standard worthy of the town, the pupils, and the community.

One of the members of the Board, an old-time friend and boyhood associate of mine, knowing my ardent love for the upbuilding of schools, and especially for High School work, suggested that I be employed to take charge of the schools at that time. After brief negotiations the necessary agreement was arranged, and I removed to Carrier Mills in August,

and made the necessary preparations to open school in the new building in September.

CARRIER MILLS STUDENT.

Before the opening of school I issued the first volume of the CARRIER MILLS STUDENT, a copy of which was placed in every home in the school district. The first number opened with the following statement relative to the improvement of the school and the mission of THE STUDENT:

In this, the initial number of The Student, we extend a most cordial greeting to the pupils, patrons and friends of the Carrier Mills public schools, and most earnestly solicit your hearty co-operation in making the coming term one of unusual interest and profit, and as nearly an ideal school as possible.

We realize the fact that the success of any school depends very largely upon the feelings which the community holds towards it. We shall therefore use our best efforts to establish and encourage the proper sentiments towards the school. This will assist in establishing the proper relations between the home and the school, and will do much towards leading the pupils to earnest and successful school work.

In the task of sustaining the State Course of Study in the grades, and of organizing and maintaining a High School course for our school, we are aware of the great amount of work to be done, and of the responsibility resting upon us; yet with the proper support and encouragement, we expect to do much

in the way of bettering the conditions of the school, and placing it on a good, thorough working basis.

While we are connected with the schools of Carrier Mills it shall be our purpose to do all in our power to create and encourage high and pure aspirations among our pupils, and to promote the best interests of the school in every way possible. The mission of The Student is intended as one of the means of assisting us in accomplishing these ends.

Again asking for the help and encouragement of all the friends and patrons of the school, and all who are interested in the moral and educational uplifting of the youth of our country, we are,

Most truly yours,

Jas. W. Turner.

HIGH SCHOOL COURSE.

At that time there was a pressing demand for a High School course that would prepare pupils for teaching, the old certificating law then being in operation. To meet this demand I prepared a three-year High School course for our school, and this was approved by the Board and went into operation at the opening of the term, Sept. 1, 1910. The Board made the following announcement of the High School course in the first number of the CARRIER MILLS STUDENT:

This course of study has been approved by the School Board for the Carrier Mills High School. It has been the aim of the Board to make the course

as thorough and practical as possible for a three-year course.

The course includes the studies necessary to prepare pupils for teaching, or to give them a good, practical business education that will enable them to meet the business demands of the day.

FIRST YEAR

1ST TERM

Algebra I.
English Grammar
Com. Arithmetic
Botany

2ND TERM

Algebra I.
English Literature
General History
Zoology

SECOND YEAR

Algebra II.
Plane Geometry
Physics
General History

Algebra II.
Plane Geometry
Physics
English Literature

THIRD YEAR

Reading Circle
Review Work

Reading Circle
Review Work

PUPILS BECOME TEACHERS.

Many of the Carrier Mills pupils who took the advantages of this course of study secured certificates, engaged in teaching—some of them in the home school, some in the Harrisburg schools, some in other localities—and all have “made good,” as a rule becoming most excellent teachers. This shows clearly the wisdom of the Board in providing

this opportunity for the boys and girls of the Carrier Mills schools.

SPECIAL SPRING TERMS.

I organized my special spring terms at Carrier Mills in the spring of 1911, immediately after the close of the regular winter term of that year. The attendance was very large from the beginning, and increased each year until it became necessary for me to secure assistants to aid in the work. The work was conducted along the same lines as that of the regular High School course, and offered special advantages to teachers, and to advanced pupils who were preparing to teach. It was this feature of the work that caused the large attendance each spring. The work of the grades made the same advancement and progress as the work in the High School, as I had a most excellent corps of teachers each year. They were all loyal to my plans, to the course of study, and stood for the best interests of the school and of their pupils.

FOURTH TIME AT STONEFORT.

In the spring of 1913 the Board at Stonefort, after having tried to induce me to return each year after my withdrawal from their school, offered inducements that caused me to return to the work at Stonefort at the beginning of the term in September, 1912. I remained with the Stonefort schools for the next four years, making some changes in the High School course and securing its recognition as a two-year ac-

credited High School. During my last period of service at Stonefort I continued my special spring terms until the class of 1916 graduated in June, of that year. As the new certificating law created conditions that did not demand these special spring terms, as did the old law, I discontinued them at that time. These special spring terms were first organized at old No. 9, in 1875, and were continued each year until 1916, covering a period of more than forty years.

LAST CLASSES AT STONEFORT.

The last two classes at Stonefort were those of 1914 and 1916. The class of 1914 consisted of nine members: Fay Mount, Blanch Mulvey, Myrtle Ledin, Ruth Van Cleve, Cecil Rice, Ralph Pulley, Harry Craig, Elmer Pulley, Steele Wright.

The class of 1916, the last and the largest one of the Stonefort classes, contained the following fourteen boys and girls: Joe Johnson, Virgil Osburn, Flora Keaster, Ophelia Van Cleve, Fern Blackman, Ada Tyler, Genevieve Blackman, Bessie Craig, Ellen Martin, Verna O. Pulley, Maria Joyner, Twanette Joyner, Elvis Holmes, Alden Deaton.

The commencement exercises of each of these classes were held in the First Baptist church, and, as on previous similar occasions, the church was crowded to its utmost capacity, and many who sought admission were turned away. The exercises on both occasions were of a very high order, and the

individual members sustained the reputation already established by the classes of 1899 and 1910.

TWELVE YEARS OF WORK.

In all I have taught twelve winter terms in the public schools of Stonefort, and the same number of special spring terms, making twelve years of almost continuous work. As a whole these have been fruitful years in my school work, and have been very pleasant ones to me. The patrons and my pupils have almost universally been my staunchest friends, and loyal to my methods of school work. Of the small amount of criticism that has ever been given to my work in Stonefort, some of it no doubt was just. Who is entirely above criticism? Some of it I know was unjust, and came from ignorance, malice, and prejudice, and from those whose children I helped most. But this does not disturb me, for I can gladly overlook their ignorance—they cannot help it—freely forgive their malice and prejudice, and hope that some day they may not “see through a glass darkly.”

AT CARRIER MILLS AGAIN.

Before the close of my last term in Stonefort in 1917, my application for a teacher's pension had been received by the state authorities, the proofs of my teaching approved, and the pension granted. It was only necessary that I pay the required fee and retire from teaching. It was my intention at that time to retire and receive the pension, but the Board of

Education at Carrier Mills offered inducements sufficient to cause me to change my plans, and I accepted the superintendency of their schools again.

RECOGNIZED THREE-YEAR HIGH SCHOOL.

On my return to the school I found that the three-year High School that I established in 1910, for the special benefit of pupils who wished to prepare for teaching, had been changed to a two-year recognized High School. As there was a demand for an extension of the High School work in Carrier Mills, I induced the Board of Education to install a manual training equipment at the beginning of the term, and with some other additions and changes in the course of study, we raised the standing of the High School and secured its recognition as a three-year High School. Pupils who complete the course here usually enter the Harrisburg Township High School, and are able to complete the regular four-year High School course within one year.

With the advantages of the interurban line connecting with Harrisburg, this plan of finishing a regular four-year High School course is of untold value to the pupils of the Carrier Mills schools. As the expenses of the Carrier Mills High School are paid from the funds of the non-high school district of Saline county, the burden of taxation for this purpose does not fall on the citizens of Carrier Mills, while their children enjoy the privileges of a recognized three-year High School at home.

PROGRESS OF THE SCHOOLS.

My last period of service at Carrier Mills extended through a period of three years, during which time the school enjoyed a season of prosperity throughout all the departments. With a single exception I had most excellent teachers in all grades of the school each year, and it was their loyalty, energy, and skill in teaching that brought success to the school. I shall always have a warm place in my bosom for the faithful teachers that did so much in helping to raise the standard of the Carrier Mills schools during my superintendency.

GRADUATING CLASSES.

After our school was raised to the rank of a recognized three-year High School, three classes completed the work as follows:

Class of 1918 was composed of Topsy Carrier, Iona Brothers, Afton Organ, Jesse Harris, Loren Whiting, Orval Lenhart, Lois Russell.

Class of 1919 contained four members—Archie Jones, Charles Miller, Marie Pulliam, John L. Taborn.

Class of 1920 were Bessie Harris, Maude Cunniff, Beulah Miller, Leonard Harris.

I closed my work in the Carrier Mills schools on Monday, May 31, 1920, having served in all six years as Superintendent. During the six years of my service I have had the staunch support of the Board of Education, most of the patrons, and all of my teachers. My pupils have all been loyal to the

school, to my plans and methods of school work, and have always manifested the highest regard and respect for me as their teacher and Superintendent.

It is with some degree of sadness that I withdraw from the Carrier Mills schools, and in doing so I expect to carry with me fond memories of the pleasant associations I have enjoyed with my pupils and teachers during the years of my labors with them.

WORLD WAR SOLDIERS.

The Carrier Mills schools furnished thirty-eight soldiers for the World War. The following is the list, the first at the head of each column being a teacher, the remaining thirty-five being pupils.

CECIL NOLEN	W. D. BAKER	CYRUS STEINSULTZ
Herman Reigel	Carrol Roper	Luther Dunn
Orman Thorne	Ray Altmire	Guy Roper
Robert Sneed	Evert Sneed	William Montgomery
Henson Purcell	Ellis Lewis	Roy Montgomery
Roy Cox	Ollie Carrier	Corliss Carrier
Charles Pyle	Roy Harris	Roy Dunn
Claud Hancock	Alsey Mitchell	Morrel Harris
Orba Dodds	Orval Abney	Fred Cummins
Earl Thorne	Jack Roberts	Herman Thorne
Claud Mitchell	Fred Harris	Howard Harris
Albert Thompson	Jesse Rouse	Elmer Thompson
Raymond Jones	John McFarland	

CHAPTER IX

HARRISBURG TOWNSHIP HIGH SCHOOL—MARION TOWNSHIP HIGH SCHOOL,—HERRIN TOWNSHIP HIGH SCHOOL,—JOHNSTON CITY TOWNSHIP HIGH SCHOOL—CARTERVILLE COMMUNITY HIGH SCHOOL---FOUR RECOGNIZED HIGH SCHOOLS---HIGH SCHOOL TUITION LAW---HIGH SCHOOL ADDRESS

HARRISBURG TOWNSHIP HIGH SCHOOL.

THE Harrisburg schools sustained no high school work until 1890, when a three-year course was organized, the work being conducted in the old East Side school building. This course was soon changed to a four-year course and continued until the establishment of the Harrisburg Township High School.

Harrisburg township by a large majority voted, in 1901, to establish the present Township High School. A beautiful site was chosen, the work of erection began at once, and the corner stone was laid in 1902. When the building was completed the school moved from the old East Side building, with an enrollment of sixty-nine students, in 1904.

The school was soon placed on the accredited list of the University of Illinois, and the work was kept up to such a high order that Universities of other states accepted the standard set by the University of Illinois, and soon the graduates of Harrisburg Township High School were entering the best Universities and Colleges of the country. In 1911 the North

Central Association of High Schools and Colleges placed this school on its list, which gives the graduates unlimited college entrance privileges throughout the land.

By a constantly increasing attendance the original building became inadequate to accommodate the pupils, and in 1916 an addition was built that almost doubled the capacity of the school. Other extensions are now needed, and will soon be provided. The enrollment is now nearing the 500 mark.

The people of Harrisburg township are to be congratulated on the success of their High School. No small part of the peculiar quality which makes the Harrisburg Township High School distinctly different from other High Schools is due to the energy and ability of the Principal, Harry Taylor. He has been the moving spirit in the school since its organization, and it is generally recognized that this strong leader, continuously at the head of the school—and backed by a public sentiment that is grasping for the best—has given to Harrisburg an institution of which the people may justly be proud.

MARION TOWNSHIP HIGH SCHOOL.

From Hal W. Trovillion's History—By Permission.

In September, 1912, the Marion Township High School was organized with a corps of seven teachers and an enrollment of one hundred ninety-two students. Due to the fact that the new building had not then been erected, the high school was housed

for the first year of its existence in the old Logan building on East Main Street.

But in September, 1913, the new building on West Main Street was ready for occupancy, and the term was opened with an increased attendance. And every September since that date has witnessed a growth in attendance that is in harmony with the growing industrial enterprises of Marion and of Williamson County. From the hundred ninety-two enrolled in 1912, the number has grown to four hundred thirty in September, 1919, and the faculty has grown from seven to seventeen. This increase of almost one hundred twenty-four per-cent in eight years, is the best evidence that the young people of Marion and vicinity are awake to the new demands and the new responsibilities of the new age and the new phases of American life. It is also an eloquent tribute to the high scholastic standards and the general efficiency maintained from the beginning in the Marion Township High School.

So rapid was the growth of our high school that by the Fall of 1918 the Board of Education were convinced that they could no longer delay the beginning of an addition to the school building. As a result of their decision and of their efforts, a new addition is now being constructed at a cost of one hundred twenty thousand dollars. This addition consists of a new auditorium, a new gymnasium, and a "wing" that will contain seven classrooms. The

auditorium will accommodate from six to eight hundred students, and, with the added class rooms and the improvements made in the old building, doubles the capacity of the school plant. All new equipment will be in keeping with the excellence of the new building and with the general standards of the school, and the people of the township district may soon congratulate themselves upon having a high school entirely adequate to the needs of the community.

The Marion Township High School was active in the various fields of war work. Teachers and students took an active part in selling bonds and war savings stamps. In addition to these means of assistance, funds were raised for the care of one French war orphan, and contributions were made to assist the Junior Red Cross. But perhaps the most important single item in the financial activities, was the purchase of a hundred dollar Liberty Bond. It was decided, by vote of the students, that the bond should be sold after the war was won, and the proceeds used for buying books that treat on the great war problems, and especially upon the ideas and ideals of American government and democracy. In this way it was hoped that a permanent means to better citizenship would be put into the high school, while at the same time material aid would be extended to the government in its hour of need.

Nor was the high school deficient in another way of performing war work. Teachers and students

who were within the age limits set by the government, went into the service until more than fifty of those in high school, or of those who had attended the Township High School, were placed upon our honor roll. All of these served faithfully, and two of them made the supreme sacrifice. As it is the aim of American education in general, it shall be the aim of the Marion Township High School in particular, "that these dead shall not have died in vain," and that our school shall renew its efforts to make the aims of American education come true.

HERRIN TOWNSHIP HIGH SCHOOL.

From Hal W. Trovillion's History—By Permission.

The Herrin Township High School is the outgrowth of the Herrin High School which was first definitely organized in 1903 in an old frame building which stood near where the south side grade-school building now stand. It was organized as a three-year high school and there were less than 30 pupils enrolled. The first faculty was composed of the following members: Mr. Gilbert Ferrell, Superintendent; Mr. H. T. McKinney, Principal; and Miss Crow, Assistant. The first graduating exercises occurred in 1906 with the following members: James Wilson, Richard Stotlar (deceased), Lelle Stotlar-Otey, Eva Howard-Russell, Lizzie Kelley, Bernice Baker, Edna Ingraham-Bowie, and Joe Benson. Another class of eight was graduated in 1907, and then the high school was changed into a four-year school and

placed on the "recognized" list. Because of this change there was no class in 1908; but in 1909 the following individuals were the first to graduate from the four-year plan: Chanie Hindman (deceased), Ethel Tate, James Colombo, Avis McNeil-Walker, Alberta Eubanks-Morgan, and Anna Dale-Krebs. The faculty of the first four-year class were: H. T. McKinney, Superintendent; M. L. Beanblossom, Principal; L. A. Mifflin and Miss Jesse Covell assistants.

The high school continued to grow in size and influence and was taken over by the Township in 1913, and the first class to graduate from the Township High School was in 1914, and consisted of 11 members. At that time there was an enrollment of 110 and a faculty of 8; now there is an enrollment of 255 and a faculty numbering 12. Soon after the inauguration of the Township system, a high school was constructed at Dewmaine as an annex to Herrin Township High School and for the convenience of the colored people living there. The enrollment at Dewmaine this year is 21. The class of 1919 was the largest in the history of the school, consisting of 32 members. The present faculty is: M. L. Beanblossom, Principal; Hester E. Renard, History; Bessie Railey and Ralph Stringer, English; Anna Cotton, Language; Guy D. Nicholson and Laura Hanley, Commercial; Chester B. Davis, Science; Blanche Williams, Mathematics; Lydia Royce, Home Economics;

L. A. Bozarth, Manual Training; and T. L. Alston, Colored Department.

During the World War, the Herrin Township High School was always "over the top" in every activity. The pupils and faculty not only gave until "it hurt," but spent many and many an hour canvassing, selling tags, peddling benefit tickets and the like. The school purchased more than \$300 worth of Victory buttons, maintained a French orphan, bought many hundred dollars' worth of bonds and war stamps, all became members of either the Red Cross or the Junior Organization, and contributed freely as a school and as individuals to all of the many "drives."

Last year the basket ball team won the Southern Illinois Tournament and stood fourth at the State Tournament. The school won third place at the Southern Illinois Track Meet. This year we are organizing football, continuing basket ball and baseball, are putting on a \$500 Lyceum Course, have a glee club, dramatic club, literary societies, orchestra, quartettes, etc. All in all, we believe we have one of the best, if not the best high school in the Southern part of the State. This is the only high school in the County that could qualify for the Smith-Hughes appropriation, it is on the North Central Association accredited list, and last year was given the maximum extension of three years by the University of Illinois. When the \$50,000 gymnasium is completed this will enable us to do

even greater things at the communities Citizen Factory.

JOHNSTON CITY TOWNSHIP HIGH SCHOOL.

In 1919 the Johnston City Township High School was created by a vote of the people. A beautiful site was selected, the work of erecting the building was at once begun, and this has now been completed at a cost approximating \$125,000.00. The old city High School pupils will form part of the first Township High School class when the new building is occupied in September, 1920.

CARTERVILLE COMMUNITY HIGH SCHOOL.

A new Community High School District was established for Carterville and vicinity by a vote of the people in 1918. The school has been organized and is operating under the charge of a Community High School Board.

At a recent election the proposition to erect a Community High School building was defeated, and it will be necessary to house the school in other quarters until matters are adjusted and suitable buildings erected for the school.

FOUR RECOGNIZED HIGH SCHOOLS.

Hurst-Bush has a two-year High School course that was given permanent recognition by the State authorities in 1915.

Stonefort was placed on the list of probationary recognized High Schools with a two-year course in 1915, the same year in which Hurst-Bush was recog-

nized. This was extended to a three-year course in 1918, with permanent recognition.

Creal Springs sustains a three-year course which received permanent recognition in 1916.

Crab Orchard received probationary recognition as a two-year High School in 1919.

HIGH SCHOOL TUITION LAW.

The new High School tuition law creates a Non-High School district in each county, and provides funds to pay tuition of all eighth grade graduates who reside in the Non-High School district and attend any accredited or recognized High School of the county.

This gives High School privileges to all eighth grade graduates without the expense of paying tuition by the individual pupils. The number of tuition pupils in Williamson county for the school year ending in 1920 was 144, and the amount of tuition paid for same was \$8618.67, an average of almost \$60 for each pupil. The total number of High School students in the county for the past year was 1100.

In November, 1903, while I was serving as Superintendent of the Cartersville schools, the program committee of the Tri-County Teachers' Association placed me on the program for an address at the annual Thanksgiving meeting of the association that year. The meeting was held in Harrisburg, and on November 28, 1903, in the M. E. Church, I delivered the following High School address:

HIGH SCHOOL ADDRESS.

Fellow Teachers:—

My subject this evening—"The High School, and its relation to the Rural School"—is one of great importance to us all. It has been the custom in our annual tri-county meetings to discuss only such subjects as belong to the elementary schools. I believe that it is entirely proper to place the emphasis on the rural or elementary schools, as they are, and will continue to be, the schools of the masses. But as there is a constantly increasing demand for a higher standard of education in all avocations of life, and as the High Schools are rapidly increasing in number to supply this demand, I think the committee acted wisely in providing a place for the discussion of the High School question. However I question their judgment very seriously in placing me on the program to lead in the discussion.

A proper presentation of the subject appears to demand a brief notice of the origin and development of our school system. This system embraces all the rural and elementary schools of the state, the High Schools of the cities and towns, the Township High Schools, the five Normal Schools, and the State University. I think we may discover the embryo of our school system in the celebrated Ordinance of 1787. This Ordinance was passed by Congress under the Articles of Confederation, and provided for the government of the Northwest Territory, of which Illinois

was a part. Art. III of that Ordinance makes the following reference to schools and education: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." It seems that the idea then was that one of the greatest needs of education was to secure good government and happiness. I think that is the true idea to-day. A government will be good or bad, and its citizens happy or unhappy, as they are educated or ignorant.

When Illinois became a separate territory in 1809, Ninian Edwards was appointed as territorial governor and served until 1818, when Illinois became a state. Owing to his friendly attitude toward schools and education, quite an improvement was made in the schools during his administration. Again when he was governor of Illinois as a state, from 1826 to 1830, he gave his most hearty support to the improvement of the schools, and to the extension of the school system of the state.

The first constitution of Illinois, which was adopted in 1818, provided that section 16 in every township, or other lands of equal value, should be granted to the inhabitants of such township for the use of schools, but did not specify in what particular way the schools should be organized. The same constitution further provided that three per cent. of the proceeds of all public lands in the state should be

appropriated by the Legislature of the state for the encouragement of learning; and that one-sixth of this three per cent. should be exclusively bestowed on a college or university. This reference to the college or university was in anticipation of a need of higher education in our school system. During the period of the first constitution of Illinois, from 1818 to 1848, a number of laws were passed pertaining to schools in the state, some of which had a tendency to destroy in a measure the FREE nature of the schools, but upon the whole the school system made considerable advancement.

The second constitution of Illinois which continued from 1848 to 1870, made no special change relative to the school system except to leave the whole matter in the hands of the General Assembly, with some encouraging references to favorable school legislation. The General Assembly in 1855 passed the first law establishing a regular free school system in the state. School districts were established in each township, sufficient in number to meet the necessities of the sparse population at that time. Two years later, 1857, the General Assembly provided for the establishment of the first Normal school near Bloomington. Ten years later, 1867, the State University was established at Champaign, and two years later, 1869, the General Assembly provided for the establishment of the second Normal school at Carbondale. Thus we see that our school system

made a decided advancement under the second constitution, both in elementary schools and in schools of a higher grade.

The third constitution of Illinois, adopted in 1870, made more emphatic demands on the General Assembly for the extension of our public school system. Article VIII, consisting of five sections, is devoted exclusively to the subject of public schools. Section one of that Article declares that "The General Assembly shall provide a thorough and efficient system of free schools, whereby all children of the state may receive a good common school education." By this time the old districts had become inadequate to accommodate the needs of the rapidly increasing school population, and in order to make the school system more "thorough and efficient" it became necessary to re-district the townships and make the districts smaller. The new districts that were established were usually about two miles square, making nine in each township. Many districts formed at that time retain their original boundaries to this day. This extension of our school system gave much better school opportunities than before. The branches provided by law for the rural or elementary schools at that time were called the "seven common school branches," and included orthography, reading, penmanship, arithmetic, grammar, geography, and U. S. history. Little by little there arose a demand for other branches, and it was not long until some of the

elements of the sciences were found in most of the rural schools. In the cities and towns there was a still greater demand for more advanced studies, and these gradually crept into the schools and were taught in connection with the "common branches." In the course of time a sufficient number of these higher branches had found their way into the city schools to suggest the idea of separating the branches and forming regular High School departments. This was accordingly done; and thus our High Schools came into existence. They came to us without the aid of any formal permission from the state. They came as a kind of natural and necessary expansion of our public school system, and they have come to stay.

It has been the history of the world that when there has arisen a great demand and necessity for anything of value, that thing is not long in coming into existence. In colonial days when it became necessary for the colonies to form a union for self-protection, that union soon came into existence. When there arose a demand for united resistance to British oppression, that resistance soon came into existence, and the Declaration of Independence was the result. When independence had been gained and there was a demand for a republican form of government, the Constitution was formed and that government came into existence. When the results of the Civil War had changed the conditions of the South,

and there arose a demand for the establishment of factories in that section, these factories soon came into existence; and to-day we see the "New South" dotted with factories almost as thickly as the New England states. Our High Schools have come into existence under just such pressing demands as these, and we need not have fear that they will leave us. They are here to stay.

Our high schools have come in part to meet the requirements of Art. VIII of the state constitution to "provide a thorough and efficient system of free schools." The school system that was "thorough and efficient" a third of a century ago is not necessarily so now. Terms and expressions vary in their meaning as conditions change. The quill pen was once a good pen—the best in use. I have used it myself in my early school days, and I am by no means an old man. This pen wrote the Declaration of Independence and the Constitution of the United States, but it would be a very poor pen to-day because conditions have changed. Ericsson's little Monitor was once a good war vessel; "thorough and efficient;" good enough to save the union in '62; but that little vessel would be a very poor affair now because conditions have changed. The teacher that was "thorough and efficient" a quarter of a century ago, if no improvement has been made, would be a very poor teacher now because conditions have changed. The teacher who is "thorough and efficient"

now, if no improvement is made will be a very poor teacher a few years hence, because conditions will continue to change in the future as they have in the past. Then, our school system, in order to be "thorough and efficient," must continue to improve as conditions change and the demands become greater.

We need the advantages of the High School to prepare for the increasing demands of the day. There is no important avocation of life to-day but what is demanding a higher standard of education than ever before. All lines of business life are demanding it. He who engages in business to-day without the advantages of a liberal education will not have the same assurance of success as those who possess this education. The same is true in all kinds of professional life. The High School training is needed to prepare for the teaching profession, the medical profession, the legal profession, and for the ministry. The professional man to-day without the advantages of a liberal education is a failure.

We need the advantages of the High School in social life as well as in all lines of industrial life. I believe that no one can appreciate fully the beauties and pleasures of social life without the advantages of a higher education. We need the High School for the advantage it offers for training in mechanics, agriculture, and other lines of industrial life. Yet above all these we need the advantages of a higher education to prepare us to meet and solve intelligently

the problems of the hour. Our nation to-day is standing face to face with many important problems that are demanding a correct solution. Among these are the race problem in the South, the temperance problem everywhere, the Indian problem, the immigration problem, the tariff question, the civil service question, woman suffrage, the different phases of the labor question including the conflict between capital and labor, and many others. These are problems of great importance to us because they affect the destiny of our nation. How important it is then that we deal with these questions rationally and intelligently, instead of blindly and with prejudice as is too often the case. More intelligence and less prejudice would enable us to solve these problems in a way that would reflect more honor on our nation.

Again we need the High School, and many more of them, in order that all may enjoy equal school privileges. We are somewhat inclined to boast of our free American institutions, our political and religious liberties, our freedom of speech and freedom of the press, of equal rights and equal privileges. I believe we are entitled to a certain amount of pride in these institutions, for surely we enjoy them in a very great degree. Yet our public school system, good as it is, and as much as it has done for our country, and is still doing for us, does not by any means offer equal advantages to the youth of our country. Last year there were 12865 public schools

in Illinois. Of these only 350 were High Schools—less than three per cent. Last year the enrollment in the public schools was almost 1,000,000. Of these only 42,000 were enrolled in the High School—a little more than four per cent. From these two items we learn that less than three per cent. of our public schools offer High School advantages, while only about four per cent. of the pupils are receiving instruction in the High Schools. This is by no means equal school privileges to all. We can say of our public schools what the immortal Lincoln said of our government in his memorable address at Gettysburg; they are “of the people, by the people, and for the people.” If our public schools are for the people we ought by all means to extend our school system until all the school population might enjoy equal school privileges. I believe there ought to be a High School in every township in the state, so that every boy and girl of High School age and attainments might enjoy High School privileges.

A closer relation ought to exist between the rural schools and the High Schools in order to hold more pupils in school for High School work. I think one of the best means of forming a closer relation is by a faithful and intelligent use of the State Course of Study. When the work in the grades is done according to the State Course, the pupils will have created within them an appreciation for thorough and systematic educational work; and a desire to

continue in school until they get the work of the High School. The High Schools should require the work to be well done in the grades as a means of admission. This requirement of the High Schools will make the grades much better, while the grades in turn will make the High Schools better by furnishing them with a better class of pupils.

The same close relation ought to exist between the High Schools and the State University. This relation is secured in a great measure by the accrediting system in use by the University. There are about 200 High Schools in the state on the accredited list, and pupils who finish the work in these High Schools are admitted into the University without examination. In order to be placed on the accredited list these High Schools are required to do the work according to the high ideals of the University. This high requirement of the University has done much to make the High Schools better, while the High Schools have made the University much better by furnishing a better class of pupils. Each has been an advantage to the other.

The plan of holding county commencement exercises in connection with the annual county institute is a good method of forming a closer relation between the rural schools and the High School. The pupils who make the required grades in the central and final examinations are awarded county diplomas, entitling them to admission to any of the High Schools of the

county. The plan is for the class to meet and organize immediately after the final examination, prepare class orations, and hold regular commencement exercises under the direction of the county Superintendent on one evening of institute week, and receive their diplomas. This will do much toward holding the pupils in school for High School work, and will create a desire among the pupils in the grades to do the same work. The class in our county last year consisted of ten members, most of them from the rural districts, and the exercises were creditable in every respect. I learn from our County Supt. that three of the class are teaching, and the others are all still in school, doing high school and college work.

The centralization system of public schools which is in use in many states, and which is rapidly extending, has many advantages over our present system, and gives a still closer relation between the work in the grades and the High School work. There are several plans of centralization, but the Massachusetts plan is perhaps the best of them all. The township is made the unit instead of the district. A well furnished building sufficiently large to accommodate all the pupils of the township is provided in the center of the township. All the grades from the elementary to the High School are organized, and a sufficient number of teachers are employed to conduct the work without over-crowding any of the rooms; and free transportation is provided for all the

pupils to and from school. This briefly is the Massachusetts plan.

One advantage of this plan is that regularity of attendance is secured. We all know the disastrous results of irregular attendance at school. The injury is not confined to the pupils who are irregular in attendance, but the whole school is injured to a certain extent. By the centralization plan this evil is avoided almost entirely.

Another advantage is that most of the pupils are kept in school from two to four years longer, and this is one of the great needs of to-day. The school period ought to be extended.

The plan of public conveyance would do much in the way of protecting the health of the pupils. When children are compelled to walk to school in all kinds of weather, through rain, snow, and mud, their health is sure to be injured to a certain extent. We have no means of knowing how much of the ill-health of our children to attribute to this cause; but certainly a very great amount of it.

Another advantage of this plan is the securing of better teaching. When the school is well organized and the work is well graded from the elementary work to the High School, and is all conducted at the same building under the same supervision, better opportunities are offered for doing good work in all of the departments. Even the same teachers can do better work under these favorable conditions.

The centralization plan offers many opportunities for advancing the social conditions of the community. The township school becomes a kind of social center, where all the people of the township meet occasionally for literary entertainments and other social occasions; and thus the social side of life is cultivated.

Finally this plan would meet the constitutional requirements in Art. VIII, by "providing a thorough and efficient system of free schools, whereby all children of the state may receive a good common school education." This in my opinion is the ideal public school. This I believe is the public school worthy of the people of the great state of Illinois; and this I most sincerely hope is the public school that is in store for the rising generation.

CHAPTER X

D. G. YOUNG—DR. A. N. LODGE—DR. J. M. FOWLER—JOHN H.
DUNCAN—T. J. YOUNGBLOOD—M. N. SWAN—R. O. CLARIDA—
J. W. MCKINNEY—R. E. RHINE—B. D. GATES

COUNTY SUPERINTENDENTS.

THIS chapter contains short biographical sketches of the ten county Superintendents under whom I have served, the first eight being from Williamson county, the last two from Saline county.

D. G. YOUNG.

1865-1869.

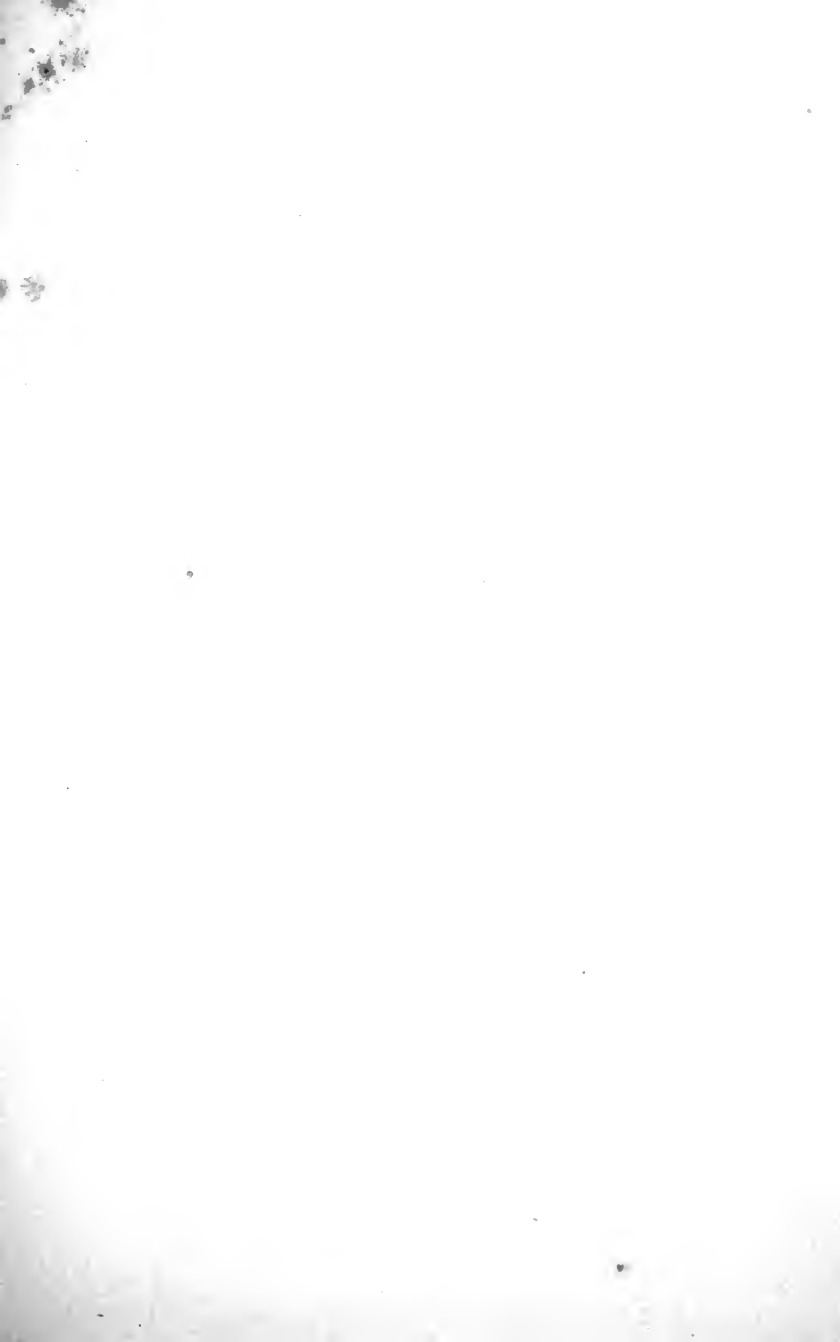
David G. Young, the first county Superintendent of schools under whom I served, was born in Niagara county, New York, on September 17, 1829. His parents were both of American descent, their ancestry reaching back to the early Puritans and New England settlers. The parents implanted in the early life of their son the lessons of honesty, truthfulness, perseverance and self-reliance, and these have been strong characteristics of the man through his long and active career.

He had not the opportunity of securing a college or university training, but secured his education in

the common schools. By close application and perseverance he utilized the opportunities of the common schools to the very best advantage, and thus became a thoroughly well educated man for his day. He has always been an ardent lover of historical knowledge, and has devoted much of his time to the investigation of leading historical subjects.

Mr. Young began his ministerial work in Marion, Illinois, in 1866, where he served as pastor of the Baptist church. He continued to preach at various places while residing in Illinois, and after his removal to the state of Missouri he served as pastor at Greenfield and the surrounding churches in Dade county. I first heard him preach at Coal Bank Springs church in Williamson county, east of Crab Orchard, in 1868, and I was much impressed with the earnest and impressive manner in which he presented his theme.

Mr. Young has been married three times. His first marriage was to Margaret Pratt on May 9, 1855. She died on May 10, 1856. His second marriage was to Amanda Roberts of De Soto, Illinois, on April 18, 1861. She died February 4, 1890. To this union nine children were born, five boys and four girls. One of these girls, Ida, became a successful teacher, and served as a grade teacher in the public schools of Herrin, Illinois. She is now serving her tenth year as teacher in the schools at Brooklyn, New York. His third and present wife was Cora Casey,





D. G. YOUNG, 1865-1869



Dr. A. N. LODGE, 1869-1877

daughter of Blackford Casey of Mt. Vernon, Illinois, to whom he was married on April 28, 1892, at Mt. Vernon, Missouri.

Mr. Young was elected as county Superintendent of schools at the first general election after the Civil War, in November, 1865, over Henry C. Hopper, his Democratic opponent, and served one full term of four years. He was the first to be elected with the title of county Superintendent of schools, the former title being county school Commissioner. He was also the first Republican ever elected in Williamson county.

As Superintendent of schools Mr. Young was very firm and conscientious in the discharge of his official duties. He was especially strict in regard to the moral character of his teachers. He would not grant a certificate until he had positive evidence that the applicant was of good moral character, and he would quickly revoke the certificate of any of his teachers whose moral conduct did not remain up to a high standard. If all county Superintendents of the state were this strict in regard to the moral character and standing of their teachers it would be much better for the lives of the pupils who come under their care and instruction. No person should be licensed to teach the youth of our country whose moral conduct is not worthy of the emulation of his pupils.

I well remember when Mr. Young first visited my school at old No. 9, in 1867. He remained with us

half the day, inspecting the work and the various conditions of the school, before making a talk to the pupils. After complimenting them on their good deportment and the thoroughness of their class-work, he urged them to keep up their good work in all their lessons, and to get the very best they could from their books. But he told them that there was something of much greater importance for them to gain in school than the mere lessons that they learned from their books, and that was the formation of exalted character. His talk was so forceful that it made a deep impression on the school, especially among the larger pupils, and I am very sure that the inspiration that I received from it has been one of the guiding stars to my school work through life.

The attitude of Mr. Young toward moral culture in our public schools is emphasized in his bi-ennial report to the Superintendent of Public Instruction, Newton Bateman, made in 1866. In this report he says: "I am sorry to say that but little regard has been had for moral culture in the schools of our county. Thoroughness of moral training in our public schools is, in my opinion, of the first importance. Without it they are as likely to prove a curse as a blessing. In my opinion, the Scriptures should be read in all our schools every day. If the teacher be a professor of the Christian religion, a short prayer might follow the reading exercises. A person who can not see the necessity of moral as well as intellect-

ual culture is not worthy the name of teacher, and ought not to be employed as such."

Mr. Young is now past his fourscore and ten, and he and his devoted wife, who is seventy-five, are passing their declining years in a pleasant and quiet little home of their own, in Golden City, Missouri, where they are awaiting the call of the Master to pass over into the great "Golden City beyond life's sea."

DR. A. N. LODGE.

1869-1877.

Augustus N. Lodge, who served as county Superintendent of schools of Williamson county from 1869 to 1877—two terms—was born at Madison Indiana, January 27, 1831. He attended the schools of his native city during his early boyhood days, and here he developed a special love for geographical knowledge and a fondness for reading works of travel.

Madison is beautifully located on the Ohio river, about midway between Cincinnati and Louisville. The extensive river commerce carried on between these two cities required large numbers of boats and vessels that were constantly passing Madison, many of them landing at her wharves. This brought the boy in constant contact with all kinds of water craft, and he soon developed a strong fascination for travel by water, and a life on the sea.

As soon as he was old enough to be received he

joined the United States navy as a midshipman, and spent a long period of his life on the sea. At the time of his enlistment the Naval Academy at Annapolis had not been founded, and midshipmen received their education at sea. This education was not confined to subjects pertaining to the navy alone, but included many of the ordinary school branches, and thus he received a good, thorough, practical education.

He was with the American fleet at the bombardment and capture of Vera Cruz in the war with Mexico. This was during the early part of his services as midshipman, and when he was a mere boy. He was on many voyages and cruises to foreign seas and countries, and made a specialty of studying geographical conditions and the various races of man.

While visiting my school on one occasion when he was county Superintendent, he described to the pupils the conditions existing in the Fiji Islands, and the rapid change the inhabitants were making in emerging from a state of cannibalism to that of civilization and Christianity. As the international date line—the line that marks the beginning of each day—passes through these islands, he explained to the pupils the phenomenon of the change from one day to the next at noon, instead of midnight, as we have it.

After retiring from the navy he entered a medical school, and following his graduation in medicine he

immediately began the practice of his chosen profession, and soon became one of the leading physicians of the day. In 1861 he was married to Paulina Allen, the daughter of Judge Willis Allen, and soon he established his home in Marion where he resided during the remainder of his life.

His wife was a most intelligent and cultured lady, and was from a very prominent family. Her father, Hon. Willis Allen, was a native of Tennessee, and after his removal to Illinois in 1830, he was sheriff for four years, member of the Legislature, State's Attorney, State senator, member of Congress for two terms, was elected Circuit Judge, and died in Harrisburg, Illinois, in 1859, while holding court at that place. A brother of Mrs. Lodge, Hon. W. J. Allen, was a noted attorney, served in the Legislature, was a member of Congress, United States District Attorney, a member of the constitutional convention of 1870, and was appointed United States District Judge for Southern Illinois in 1887, and remained on the bench until his death.

Dr. Lodge was elected county Superintendent of schools in 1869, to succeed D. G. Young. He immediately devised means by which he hoped to better the conditions of the schools of Williamson county, and put forth his best efforts in that direction. He organized the first regular teachers' meetings held in the county. These meetings were known as the "holiday teachers' meetings," as they were held

during the Christmas holidays. These meetings increased in interest and attendance each year, and proved to be a valuable auxiliary to the schools of the county. They embodied some of the features of the present county institutes, and soon became quite popular with the teachers.

Ample provision had not been made at that time to defray the expenses of school visitation by the county Superintendent, yet Dr. Lodge did much of that class of work in order to learn the exact conditions of the schools throughout the county. In his talks to the pupils he always emphasized the necessity of regular attendance as a means of attaining success in their school work. This appeared to be rather a hobby with him, yet we know that he was right.

His first term as county Superintendent was a very satisfactory one, and at its close he was nominated for a second term without opposition and was elected. He continued his work through the second term along lines established during his first term, and at its expiration he devoted his time to the practice of medicine. This he continued for many years, and until failure of health caused him to retire. He died in Marion, Illinois, May 16, 1895, from a second stroke of paralysis, and is buried in Rose Hill cemetery.

DR. J. M. FOWLER.

1877-1882.

James M. Fowler was born in Lake Creek Town-



Dr. J. M. FOWLER, 1877-1882



JOHN H. DUNCAN, 1882-1890

ship, Williamson county, Illinois, March 11, 1848. His parents were Dr. James M., and Sarah (McHaney) Fowler. The father, who was of English descent, was born in North Carolina in 1811, but moved with his parents to Knox county, Tennessee, in early childhood, and was reared in that county. At the age of eighteen he was married to Sarah McHaney, a native of Virginia, and of Scotch descent. About the time Williamson county was organized from the southern part of Franklin county, they located in what is now Lake Creek Township, Williamson county, and lived there during the remainder of their lives. He was a farmer, a minister in the M. E. Church, and one of the leading physicians of the county. His wife was also a member of the M. E. Church. He died in 1874, his wife following in 1885.

The subject of this sketch was reared on the farm of his parents, assisting in the work of the farm during the spring and summer seasons, and attending the common schools during the winter terms. At the age of sixteen he enlisted in Company E, Sixtieth Illinois Infantry, and was with Sherman on his famous march through Georgia, until stricken with sickness at Dallas. He did not recover in time to regain the ranks, although he was not discharged until a year later.

On his return from the army he attended school at Ewing College, and after finishing his school work there he taught for a number of years in the schools

of Williamson county. Being very fond of debates and educational discussions, he organized many debating clubs and literary societies during his years of teaching.

In 1875 he entered the Missouri Medical Colledge, and in all completed two courses. During the vacation between the two courses he began the practice of medicine with Dr. M. M. McDonald at Crab Orchard. After completing the second course he rapidly arose to a very high rank in his profession, and in a short time he had built a very extensive and lucrative practice at his country home. He continued the practice of medicine during the remainder of his life.

Mr. Fowler prospered well financially. From his large practice and shrewd judgment as a trader he accumulated considerable wealth. He owned more than three hundred acres of fine farming land, all in a high state of cultivation, well stocked, and sufficient farm machinery of all kinds. Besides this he owned valuable town property in Crab Orchard and Johnston City.

Mr. Fowler was prominently engaged in politics for a number of years. He served two years as coroner of Williamson county, being elected in 1874. He was a member of the Illinois Legislature during the memorable session of the Lower House, which elected John A. Logan to his last term in the United States Senate. He was once a formidable candi-

date for lieutenant Governor on the Republican ticket.

Dr. Fowler was elected county Superintendent of schools in 1877, and served until 1882, a period of five years. The extra year of service as Superintendent was caused by the change made in the time of electing county Superintendents, the time being moved forward one year, and Dr. Fowler was chosen to serve during the extra year.

Through the five years of his service as county Superintendent he did much to elevate the schools of the county. His earnest and untiring efforts to establish and popularize the midsummer teachers' meetings are given on pages 45 to 48 of this book, to which the reader is referred.

In 1874 he was married to Miss Sydney Hendrickson, daughter of Jesse and Martha Hendrickson, and born in Williamson county in 1853. To them the following children were born: Olive G., Lorin L., Matt, Stella C., Bernice L., Altha A., John L., James L., William H., Charles H. Of these children five are now living: Lorin L., a leading physician of Marion; Matt, John L., William M., and Charles H., the latter four being attorneys.

Dr. Fowler was a member of the G. A. R., the Elks, an Odd Fellow, a Mason, and a member of the M. E. Church. He died July 26, 1911. Mrs. Fowler, who now resides in Marion, is also a member of the M. E. Church.

JOHN H. DUNCAN.

1882-1890.

John H. Duncan was born in Benton, Marshall county, Kentucky, June 27, 1858. His parents were Samuel and Ruhamah (Frizzell) Duncan, both natives of Tennessee. The father was politically prominent in Marshall county, Kentucky, and held various county offices while residing there. In the Civil War he took command as Captian of Company A, Fifteenth Kentucky Cavalry, and served until his enlistment expired.

John H. moved with his parents from Kentucky to Franklin county, Illinois, about the close of the Civil War, and a year later came with them to Williamson county. Here he assisted in the farm work, attending the common schools until he was sufficiently advanced in the common branches to teach, when he began his first school in Williamson county. Soon afterwards he entered Shurtleff College and remained in that institution for two years. After returning from Shurtleff he served as Principal of the Carterville schools for three years.

Mr. Duncan was active in politics for a number of years. He served two terms as member of the state central committee, and in the campaign of 1904, when Charles S. Deneen was a candidate for Governor, he was one of the three chosen to manage the campaign. In 1890 he was elected to represent the fifty-first senatorial district in the Illinois Legislature,

and was reelected in 1892, serving two full terms.

Mr. Duncan was appointed commissioner of the Southern Illinois Penitentiary in 1901, by Governor Richard Yates, and immediately became president of the board. He held this position for five years and then retired on his own volition because of ill health.

He was in the employ of the Simmons Hardware Company as traveling salesman for a number of years, and for nearly a quarter of a century has been engaged in the hardware and furniture business. He organized the Duncan-Baker Hardware Company at Marion, with branch stores at Harrisburg and Johnston City, and is still active in the management of this well known establishment.

Mr. Duncan has been closely identified with the newspapers of Williamson county. During 1883 he was editor-in-chief of the Marion Monitor, owning an interest in the paper. In 1887 he, with others, bought the Independent and consolidated it with the Monitor under the name of the Leader. The first issue of this paper appeared February 24, 1888, and on this he also served as editor. In 1885 he established an educational journal, called Our Public Schools, which he conducted in the interests of the schools of Williamson county, being then county Superintendent of schools.

Mr. Duncan was elected county Superintendent of schools in 1882, when he was only twenty-four years

old. His first term as Superintendent marked such progress and improvement in the schools of the county that he was reelected in 1886 by an increased majority. During his next term he continued to advance the interests and standing of the schools with skilled executive ability, and for the eight years of his superintendency the schools of the county moved upward rapidly.

In August, 1883, he was married to Miss Mary M. Spiller, daughter of W. J. Spiller of Marion. Three children have been born to them, but only one, Mrs. F. G. Campbell, is now living. They live in a commodious and beautiful home in Marion, honored and respected by every one. Mr. Duncan is a Mason, and he and his wife are members of the Christian Church.

T. J. YOUNGBLOOD.

1890-1898.

T. J. Youngblood was born March 8, 1857, in Laclede county, Missouri, the second of a family of six children of Solomon B. and Lucinda (Tyree) Youngblood. The parents were both Americans, the father being of Dutch descent and the mother of Scotch-Irish descent. They were married in Missouri, where the father followed farming until his removal to Illinois in 1875. The father died in October, 1893; the mother, December 4, 1869.

T. J. was born at a time when the country offered





T. J. YOUNGBLOOD, 1890-1898



M. N. SWAN, 1898-1902

ideal scenes and opportunities for health, physical growth, and a supreme occasion for the love of liberty and freedom. During his boyhood days he assisted his father in the farm work during the farming season, and attended the crude schools of the country in winter. The schools of Missouri at that time offered but poor opportunities for advancement along educational lines, but the boy, by close application and perseverance, made considerable progress in his studies.

After his removal to Illinois in 1875, he attended the public schools during the winter terms, and the special terms—"select schools" as they were called—until he was sufficiently qualified to begin teaching, which he did in the fall of 1878, in Johnson county. He continued to teach for twelve consecutive years in Johnson and Williamson counties. During his period of teaching he engaged in farm work through the summer season, teaching in winter. He was an energetic and successful teacher, always securing the most desirable schools.

Mr. Youngblood was nominated for county Superintendent of schools on the Republican ticket in the summer of 1890, and in the election in November of that year was elected. During the four years of his first administration he made special efforts to secure a more thorough classification of the schools throughout the county, and he accomplished much in this direction. He also sought to raise the stand-

ard of qualification of teachers by urging them to attend school further, and by strictness of his examinations.

The work of his first term was so satisfactory that he was nominated and reelected in 1894 for a second term. Throughout this term he used his best efforts to secure uniformity of school textbooks for the entire county, and at the expiration of his administration all the districts of the county except about six were using the same books. He also sought to raise the professional spirit and interest of the teachers by inaugurating permanent monthly meetings for teachers during the entire term of school.

Mr. Youngblood was married to Miss Nora Erwin on January 27, 1892, at Stonefort, Illinois. Their only child is Reuel E., who is a graduate of the Marion Township High School, and who served in the World War, being discharged in May, 1919.

Mr. Youngblood did not resume teaching after the expiration of his services as county Superintendent of schools, but entered the abstract and title business at Marion, of which he has made a decided success.

M. N. SWAN.

1898-1902.

M. N. Swan was born on a farm near Crab Orchard, Williamson county, Illinois, January 12, 1862.

His parents, Isaac N. and Mary A. (Clarida) Swan, were both Americans, and were born and reared in

Middle Tennessee, their parents having migrated there from North Carolina and Virginia at an early day.

In 1857 they removed from Tennessee and settled in the eastern part of Williamson county, where they remained until 1872. During this period the father engaged in farming, and after the son, M. N., became of sufficient age he assisted in the work on the farm during the summer season and attended the crude schools of that day through the winter terms, until he was ten years of age.

At this age he went with his parents to Tennessee where they remained for eight years, or until 1880. During his sojourn in Tennessee he assisted his father on the farm through the summer seasons, but had very limited school privileges in winter, as the schools of the state were then not very highly developed.

Returning with his parents to Illinois in 1880, a young man without an education, but with high aspirations and plenty of vim and pluck, he attended the country schools for two winters, and the select schools that had been inaugurated at Crab Orchard until he was able to pass the necessary examination to secure a certificate, when he entered the profession of teaching.

He began teaching in the Shelton district in 1886. For a number of years he continued teaching during the winter term and attending the special spring

terms at Crab Orchard. When the Academy was erected he entered that institution and completed the teachers' course in 1895, graduating at the head of his class. After graduation he continued to teach in the rural schools each year until the fall of 1898 when he was elected county Superintendent of schools, serving one successful term.

In May 1893, his father died, and the responsibility of caring for his aged mother fell upon him. By his methods of economy and from his salary as teacher he had accumulated sufficient means to erect a comfortable home in Marion, and in this home he abundantly and tenderly cared for her until her death in May, 1908.

Superintendent Swan put forth his best efforts to advance the educational interests of the schools in every way possible. He sought to raise the standard of qualifications of the teachers of the county, and did much along this line. He heartily cooperated with State Superintendent Alfred Bayliss in his efforts to encourage the planting of trees on the school grounds, and improving and beautifying school property in general.

He also encouraged a liberal use of the state "Circulating Library" by the schools of the county, and succeeded in accomplishing very much in the way of creating among the pupils a desire for the reading of good literature. He inaugurated and held the first teachers' and school officers' township meetings.

These have done much to develop cooperation between the teachers and the school officials of the county. Supt. Swan made a map of the county by school districts, re-numbering the districts consecutively to meet the requirements of the new law.

Since the expiration of his administration as county Superintendent he has served as Principal of the Stonefort schools, the Weaver school, and has taught in the city schools of Marion, serving as Principal of the Lincoln school for the past seven years, and is serving in the same capacity this year (1920.)

Mr. Swan is a member of a number of fraternal organizations, among them the Masons, the K. P's, the B. P. O. E., the M. W. A.

R. O. CLARIDA.

1902-1914.

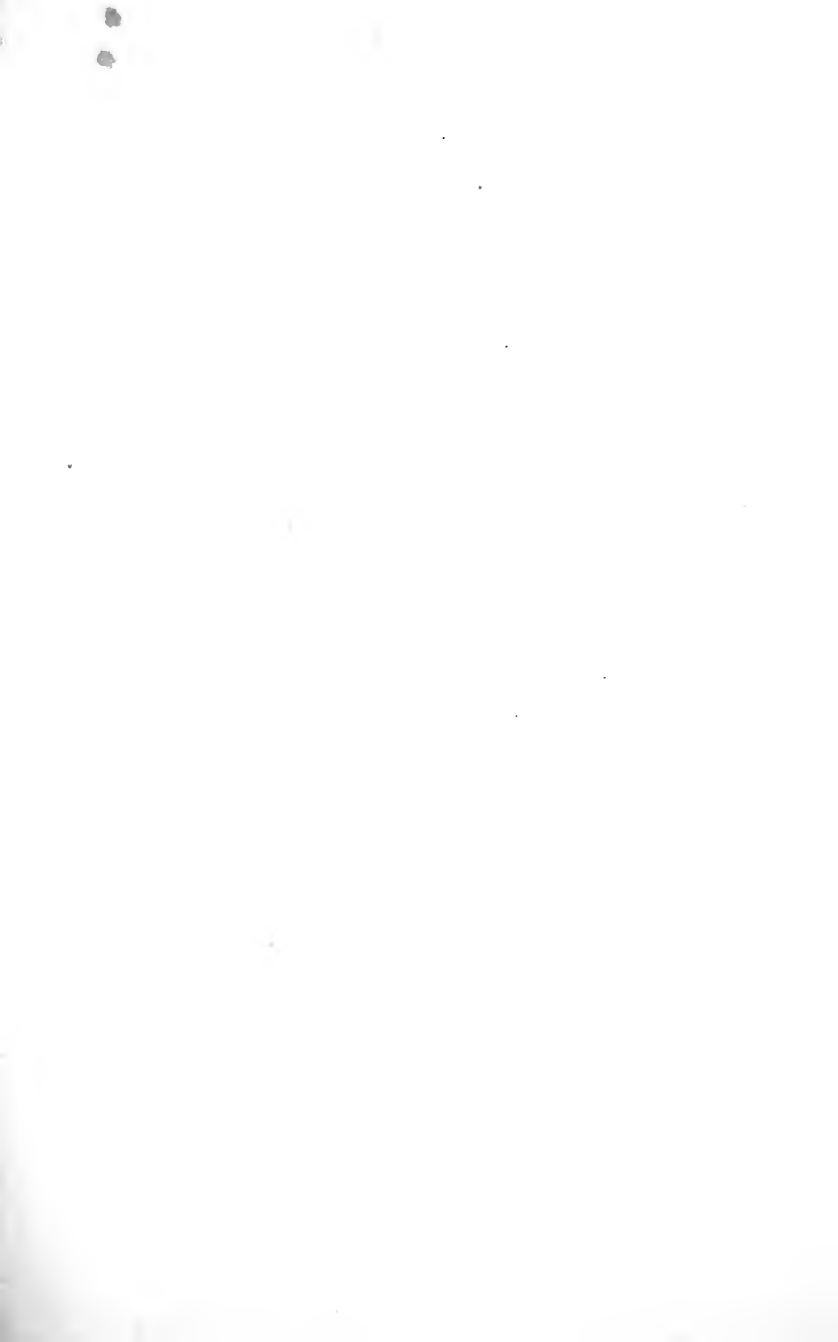
Robert O. Clarida was born near Crab Orchard, Williamson county, Illinois, July 19, 1868. His parents were of Scotch-Irish-English descent, the father being a native of Virginia, the mother of Tennessee. The father, Archibald Clarida, died while Robert was quite young, and to his mother belongs the credit of his rearing and early training. He was the oldest of five children, and necessarily a great responsibility came to him early in life.

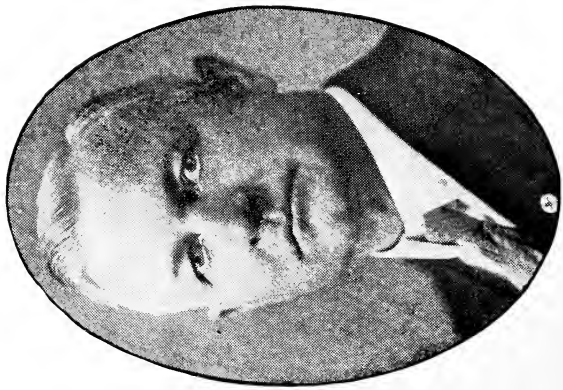
By industry and perseverance he was able to assist in the support of the family and to attend the district schools during the winter terms, then taught by

various teachers. Crude as these schools were at that time, the inspiration and helpfulness received from them did much to encourage him in the pursuit of an education. His first real ambition came through the influence and opportunities offered by the special spring terms that were organized about the time that "Bob" grew to young manhood, and was struggling with poverty and hard work. In these special spring terms he was given the privilege of attending school through the summer season, and to pay his tuition at any future time when it was convenient. He seized this opportunity of attending schools of a higher grade, and made the very best use of his moments. The influence of these "Select Schools" awoke this awkward, bashful youth to higher aspirations and greater possibilities.

By the time Crab Orchard Academy was founded Mr. Clarida had begun teaching in the public schools. He would teach during the winter months, and attend school at the Academy during the spring and summer terms. This he continued each year until he completed the teachers' course, and graduated in 1896. After his graduation he continued to teach and pursue his studies, serving as principal of Crab Orchard public schools, until his election to the office of county Superintendent of schools of Williamson county in 1902.

Superintendent Clarida entered upon the duties of his office with that energy and enthusiasm that soon





R. O. CLARIDA, 1902-1914



J. W. MCKINNEY, 1914-REELECTED 1918

won for him the standing of a real educational leader throughout all Southern Illinois. His connection with the Farmers' Institute, the County Fair Association, the County Sunday School Association, and other "Better Home Associations" assisted materially in the uplift of the educational spirit of the day.

During the twelve years that Mr. Clarida served as county Superintendent the school property increased more than sixfold, every school in the county possessed a good library, several schools had been "Standardized," and the county had unified its course of study for the High Schools. Mr. Clarida was asked to present this county course to a conference at the State University, after which many counties and High Schools all over the State of Illinois asked for the outline of this High School course, and an additional supply was furnished. The county uniformity of textbooks was completed before the expiration of his last term, and county commencement exercises were inaugurated. He insisted on a higher scholastic preparation by the teachers, and at the close of his superintendency all who were then teaching had received Normal training.

Mr. Clarida served as President of the Southern Illinois Teachers' Association, and appeared on the State Association program on various occasions. In 1914 he retired from office after twelve years of very successful superintendency, and was elected president of the Citizens' Trust and Banking Company, which

position he held until 1919. During his banking experience the institution grew in deposits more than 400 per cent. He was chosen Secretary of the State 'Teachers' Pension and Retirement Fund, affiliated with the department of Superintendent of Public Instruction. This position he has held since May, 1917, to the present time (1920.)

Mr. Clarida was married to Miss Dora Wilson, daughter of A. H. and Mary Wilson, near Crab Orchard, Illinois. To this union six children have been born, three boys and three girls. 'Troy W., the oldest, graduated from the University of Illinois in 1917, and has been a member of the faculty of the Centralia High School since graduation. The other children are: Mabel, Carmen, Jewel, Hallie, Kermit.

J. W. MCKINNEY.

1914—Reelected 1918.

James Wesley McKinney was born in Williamson county, Illinois, March 13, 1873. His parents were James H. and Manerva Jane McKinney, the father being a veteran of the Civil War, and was confined in Andersonville prison for more than nine months.

He received his elementary education in the common schools of his native county, in the Lentz school district, No. 93, but prepared himself for the profession of teaching at the Southern Illinois Normal University, Carbondale, and at the Valparaiso University, Valparaiso, Indiana.

Prof. McKinney taught seven years in the rural schools of Williamson county, and served for thirteen years as Superintendent of city schools in Johnston City, Golconda, Cartersville, and Creal Springs, making a total of twenty years of teaching. All of his teaching has been in Williamson county except one year as Superintendent at Golconda. He also taught a number of special spring terms for the benefit of teachers and those preparing to teach, the largest of these being at Johnston City, where sixty teachers and applicants for certificates were enrolled, besides a large enrollment in other grades.

Mr. McKinney became a Christian early in life, united with the Baptist Church, was ordained to the gospel ministry at the age of eighteen, and for many years was known as "the boy preacher." He has continued his ministerial work since his ordination, on Sundays, and holding revivals during vacations.

He has organized and built a number of churches, one of the best being the Second Baptist Church of Johnston City, and has witnessed hundreds of conversions as a result of his ministerial labors. He has delivered many baccalaureate sermons, memorial and commencement addresses, and is a very fluent and entertaining speaker on any theme. His services are very much in demand on funeral occasions.

Supt. McKinney has used special efforts to improve the "Thanksgiving Teachers' Meetings," and has succeeded in bringing them up to a very high stand-

ard. These meetings are now very largely attended, as are the regular county institutes. In the administration of the new certificating law he has endeavored to hold up the standard by refusing to grant emergency certificates except when absolutely necessary. He puts teachers on their honor, and deals rigidly with the "slacker" and undeserving teacher.

Mr. McKinney was married to Miss Agnes L. Neilson, March 24, 1895. Their children are: Harvey, Robert, Wendell, and Ruth. Harvey served in the World War. Financially Mr. McKinney has prospered and now owns several valuable pieces of property in Marion and Creal Springs. Politically he affiliates with the Republican party, but when it comes to service he knows no difference. Fraternally he is a Mason, an Odd Fellow, a member of the M. W. A., and W. O. W.

Prof. McKinney was first elected county Superintendent of schools in 1914, and after four years of successful service he was elected again in 1918 without any opposition in either party. During his superintendency many improvements have been made in the school conditions of Williamson county. One Township High School, one Community High School, and four recognized District High Schools have been established. Other lines of progress during his administration will be found in another chapter.

Williamson county now has one hundred thirty-two

school buildings, sixty of which have been erected since Mr. McKinney began his administration. These are all modern, up-to-date school buildings, and meet all the requirements of the new sanitation law. All but a very few of the remaining school buildings of the county have been remodeled to meet the same requirements. Twenty schools in the county have now been standardized, and with a very small expenditure at least fifty more could be raised to the same standing.

R. E. RHINE.

1906-1914.

R. E. Rhine, who served as county Superintendent of schools of Saline county from 1906 to 1914—eight years—was born on a farm four miles north of Raleigh, Saline county, Illinois, on February 3, 1871.

His father, Charles Rhine, the oldest of a family of six children, was born in Saline county, Illinois, and was left fatherless at the age of fourteen years, with the care of his mother and the children falling upon him. At the breaking out of the Civil War he obtained the consent of his mother to enlist in the service of his country, and was soon engaged in some of the hard fought battles under Sherman, went with his army on its "march to the sea," and was in the "Grand Review" of troops at Washington after Lee's surrender. He now lives at Raleigh, Illinois, at the age of seventy-six years.

His mother was born in Tennessee amid the scenes of slavery, and although a mere child during the war, she had very firm and decided convictions concerning the war and questions pertaining thereto. Her firmness on these questions earned for her the title of "The Little Southern Yankee Girl." After the close of the war she met and married Charles Rhine.

Both firm in their patriotic convictions, and both plain and outspoken in their expressions, it is no wonder their son, R. E. Rhine, is plain of speech and independent in thought. He came by it honestly. It is due to his home training. His mother has been dead for many years.

In his boyhood days he assisted his father in the farm work during the crop season, attending school during the winter months. In this way he received his elementary education at the rural school located on his father's farm. Later he attended the "Saline County Normal," or select school, for four years, and then became a student in the Southern Illinois Normal at Carbondale, where he completed his preparation for teaching.

Mr. Rhine began teaching at the Little Ridge school, where the mining town of Muddy now stands, opening the term on October 7, 1895. For his first services he received thirty dollars per month. In speaking of his salary he says he was not able to "bank" any money from it, but consoled himself with



R. E. RHINE, 1906-1914



B. D. GATES, 1914-REELECTED 1918

the knowledge that he was receiving more than the average paid for teachers that year, many experienced teachers receiving only twenty-two dollars per month. No wonder Mr. Rhine worked so faithfully for an increase of teachers' salaries during his administration.

Mr. Rhine was elected county Superintendent of schools in 1906, taking charge of the office on the first Monday of December of that year. He spent the remainder of the school term in visiting the schools of the county, returning to his office on Wednesday nights and Saturdays. In this way he became thoroughly acquainted with the conditions and needs of all the schools of Saline county. One of the pressing needs seemed to be that of more efficient teachers. To secure this efficiency Superintendent Rhine announced that no certificate would be issued except on examination, and that no private examinations would be given under any circumstances.

His first examination under these conditions was held March 13, 1907, with 13 applicants and 13 failures. Too many 13's perhaps. His next examination was held in June of the same year with 64 applicants and 63 failures. By this time teachers and school boards were thoroughly convinced that the standard of qualifications would be raised, and the roads to the State Normal became congested with prospective Saline county teachers. This was a step in the right

direction, and was along lines since made compulsory by legislation. With this increased efficiency came more liberal salaries.

Superintendent Rhine used his best efforts to secure better school buildings for the rural schools of the county, and he accomplished much in that line. He also strongly urged the establishment of good libraries in all the schools of the county, and encouraged the Pupils' Reading Circle work. As a result good libraries went into almost every school in the county, and these have been continued until to-day Saline county ranks among the foremost counties in Southern Illinois in school libraries.

Mr. Rhine has been married twice. His first marriage was to Miss Lulu Smith, on September 2, 1900. She died on January 6, 1902. To this union no children were born. His second marriage was on March 14, 1912, to Miss Etta Jones, who was for four years a teacher in the public schools of Saline county. To this union two children have been born—Booth and Wayne.

Mr. Rhine now resides in Ordway, Colorado, and is county Superintendent of schools of Crowley county in that state.

B. D. GATES.

1914—Reelected 1918.

Benjamin D. Gates was born in a log cabin in White county, Illinois, February 28, 1879, the sixth

in a family of thirteen children, eleven boys and two girls, all of whom are living except one.

His parents are Americans, and are of German descent, the grandparents coming from Germany to America on account of universal conscription in force there, and the tyranny of the ruling power or element.

He came with his parents to Saline county in January, 1892, being then thirteen years of age. The father settled on a farm four miles east of Harrisburg, and here the boy engaged in the work of the farm during the summer seasons, and imbibed a liking for such work, and is now a most successful farmer.

During the winter months he attended the rural schools each year, and later entered the summer Normals where he continued until he was sufficiently advanced to secure a certificate. He commenced teaching in the fall of 1896, and continued teaching for eighteen years.

Mr. Gates was a very successful teacher, requiring thorough work of his pupils, and maintaining strict discipline. As county Superintendent he expects the same loyalty and attitude of his teachers as they themselves would require of their pupils.

He was elected Supervisor of Cottage Township, chosen as president of the county Board, being the first Republican to serve in that capacity for a period of thirty years.

Mr. Gates was elected county Superintendent of

schools in 1914, in a hotly contested election, his opponents being E. M. Morris, John H. Stout, and W. T. Lacy. He began his first term under favorable conditions, and used his best efforts to improve the conditions of the schools of the county as rapidly as possible. His work as county Superintendent was so successful and satisfactory during his first term that he was renominated and elected without opposition.

Superintendent Gates has worked earnestly and faithfully to raise the professional spirit of his teachers to a standard worthy of their profession. While not antagonistic to teachers' unions and salary "scales," he urges that the surest method of raising and maintaining better salaries is to give better service and earn more. In this he is eminently correct. By this method salaries will advance as service advances, and this is the correct standard of measure between service and salary.

During the World War Superintendent Gates took special care of the teacher soldiers by holding them in good standing and keeping their certificates "alive" while they were defending the principles of liberty and freedom on the battle fronts of Europe.

In 1903 Mr. Gates was married to Miss Olive B. Oliver. To this union three children have been born, two boys and one girl. He owns a farm of 160 acres of fine land, and on it in a comfortable home he and his family are living a pleasant and comfortable life.

His parents are still living (1920) and reside at Pankeyville, the father being 77 years of age, and the mother 76 years.

All the county Superintendents under whom I have served since 1866 have been men of sterling worth; men whose highest aims have been to elevate our schools as rapidly as possible, and in this respect each has done his part faithfully and well.

Under their guidance and leadership our schools have developed from their primitive, crude conditions of more than half a century ago, to the advanced plane and high state of efficiency that they occupy to-day. In this wonderful development each Superintendent has specialized in the lines of advancement that were most needed during his administration.

My associations and labors with all of my county Superintendents have been of the most pleasant and enjoyable kind. I have always endeavored to be loyal to their plans of advancement, and have done what I could to assist in carrying these plans into operation. In turn my Superintendents have extended to me the utmost courtesy and cordiality, and these pleasant associations have been an inspiration to me through the long years of my school work.

GOLDEN JUBILEE DEPARTMENT.

CHAPTER XI

EGYPTIAN PRESS COMMENTS—WILLIAMSON COUNTY NEWS COMMENTS—DR. G. R. BREWER'S INTRODUCTORY—MRS. SPARKS' POEM—DR. D. B. PARKINSON'S ADDRESS—J. W. MCKINNEY'S ADDRESS—W. O. POTTER'S ADDRESS—S. L. ROPER'S ADDRESS
COMMENTS—BY EGYPTIAN PRESS.

THE Golden Jubilee and Semi-Centennial, held Thursday at Stonefort in honor of Prof. James W. Turner, who, on the day before closed his fiftieth term of school in Williamson county, was a very successful affair. At least five hundred people were present. The day was made one that will never be forgotten by any of them, especially the veteran teacher himself.

A day's program was given on which appeared a number of speakers from this and other places in Southern Illinois. Prof. D. B. Parkinson of the S. I. N. U. at Carbondale, made the chief address. Among others on the program were Supt. J. W. McKinney, State's Attorney Ed M. Spiller, Judge W. O. Potter, M. N. Swan, R. O. Clarida, and County Clerk Ed

Scobey, who delivered an address for Hon. J. H. Duncan in his absence, all of whom were from here, also the Rev. W. L. Motsinger, a minister of West Frankfort, and the Rev. Sam L. Roper of Missouri.

Present at the big gathering were about one hundred people from this city. For the most part they were former pupils of the man whom all had gathered to honor. Among the big crowd were many from distant points, from other states, who had come to mingle with their old friends and to do honor to their former tutor.

Speeches made by Prof. Turner's former pupils were touching in the extreme. But while tears were brought to the eyes of the gathering one minute, they were dispelled the next by the relating of some funny incident that had arisen in the past. Much honor was given the veteran teacher by his former pupils, especially a number whom he had helped along in their early life and for whose splendid training and education he was responsible.

One told of having attended school when he had no shoes to wear. He was encouraged to keep right on despite his poor clothes and to-day he is a very successful man. One told of being approached in the field by Prof. Turner at the time he was organizing a school at Crab Orchard. There were no high schools in this section and the nearest one was at Carbondale. When Prof. Turner organized such a school at Crab Orchard, the news went the rounds,

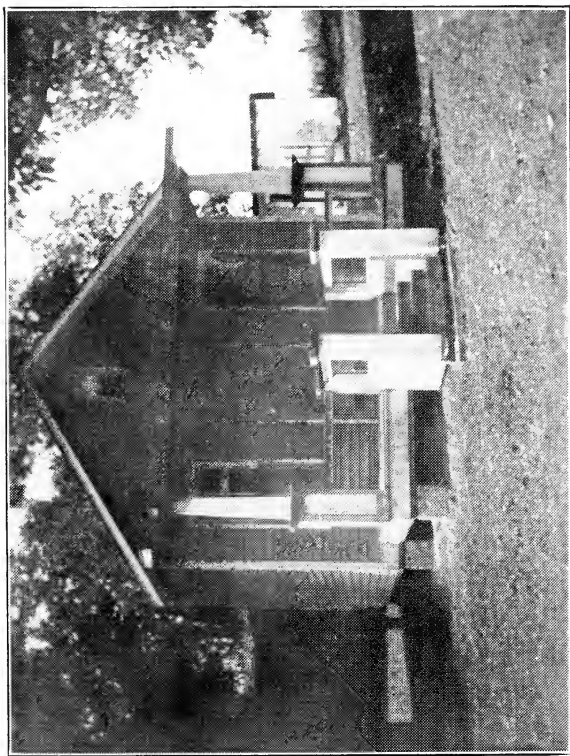
for it was an unusual procedure. 'This boy heard the news and he had yearned to attend the school, but he had no money and no clothes. Prof. Turner found him in a field at work and asked him to become a pupil. "I can't," was the reply, "I haven't the money and I have no clothes." "Never mind the money," he was told, "you can go to school and then pay me some other time. And as for clothes, we are not looking for clothes but for boys." The words encouraged the youngster and he went. He gained an education that otherwise he likely would not have gained. He has been a successful man of this section. Those who know R. O. Clarida, now bank president, and for years very successful as county superintendent of schools in the county, know that he has been a success.

Many other such incidents were told by others who in early life had rubbed close to this good man, Prof. Jim Turner, and had been benefitted.

At the noon hour a grand barbecue and picnic dinner was served to all guests. It was a great feast and thoroughly enjoyed by the throng.

During the day, former pupils and friends gave the aged teacher an agreeable surprise. They presented him with a fine half-acre building lot in Stonefort and enough lumber to build a pretty home on it. It is needless to say that he was quite overcome by this demonstration of love. Throughout the day, Prof. Turner was so nearly overcome by





OUR "LITTLE HOME ON THE HILL" (A GIFT FROM MY PUPILS)

emotion that he was not called upon to talk. He spent the day among the crowd, shaking hands and joking and trying to keep back the tears that forced themselves to his eyes in spite of him.

Photographs were taken of the pupils and graduates, by photographer Pride of this city.—EGYPTIAN PRESS.

CITIZENS PRESENT HOME TO TEACHER.

About 500 people visited the little village of Stonefort last Thursday to pay respect to Prof. J. W. Turner, who for a half century has been a teacher in the schools of Williamson county. Hundreds of former pupils were present to honor their teacher of other years.

This was a unique celebration and the man in whose honor it was given was made to feel that after all his life had been well spent.

Prof. Turner is well known in this city, being at one time editor of *The News*, which at that time was known as *The Independent*.

He established Crab Orchard Academy at a time when High Schools were few, and thus enabled many young men and women to secure an education above the common branches. He taught in the rural schools of the county and was for a time superintendent of the Carterville schools, and later of Creal Springs and Stonefort schools, being at the head of the latter schools at the present time.

A large number of the teachers of this and other Southern Illinois counties laid the foundation for their education under the guidance of Prof. Turner, and numbers of the business and professional men of this county were his former pupils.

This reunion was under the direction of the people of Stonefort and a committee of former pupils of Professor Turner. The people of Stonefort arose to the occasion and proved to be royal entertainers for the large number of visitors.

In the morning an address was delivered by Dr. D. B. Parkinson, former president of the Southern Illinois Normal. At the noon hour a big dinner was served at which Professor Turner presided. In the afternoon the following were among the speakers: R. O. Clarida, States Attorney Ed M. Spiller, Judge W. O. Potter, M. N. Swan, County Clerk Ed Scobey of Marion, W. L. Motsigner of West Frankfort, Sam L. Roper of Missouri, and Superintendent J. W. McKinney.

The people of Stonefort are to be complimented for the success of the celebration. They showed that their appreciation of the man who has trained so many of their young men and women, was real by a gift that will stand as a monument of their honor and respect. The people of Stonefort presented Professor Turner with a beautiful lot and with the money to build a house.—WILLIAMSON COUNTY NEWS.

INTRODUCTORY.

BY DR. G. R. BREWER.

One-half century ago there entered the educational field of Williamson County a man whose influence has exerted, does, and will continue to exert itself for the betterment of humanity not only in Williamson county but throughout Southern Illinois and the country in general.

Born of Scotch-Irish parents near Nashville, Tenn., the subject to whom we wish to do honor on this particular occasion came with his father, uncle Elijah Turner, to the northeastern part of Williamson county when James W. was but a mere child. Here he grew up and by his own persevering efforts forged to the front in the educational line where he has continued to hold his place.

The story of Prof. Turner's teaching endeavor in Williamson and Saline counties is practically the history of education within their bounds brought up to-date. Most of you present to-day have gathered about him in bygone days as did the youth at the feet of that great Grecian philosopher of old; and you, each and all of you, can testify, as you remember him in harness, as to the ardor which stirred his soul; as to the keenness which stimulated his intellect; as to the kindness which animated his heart; and if you happened to be one of the unruly ones, with what strength his good right arm could wield the rod.

Those who are present to-day and those who may

read of this occasion at a later date will little note nor long remember what we say and do here to-day, but we can never forget what Professor James W. Turner has done for the cause of education. Long may he live, and may his tribe increase!

TO PROFESSOR TURNER.

BY MRS. M. J. SPARKS.

Fifty years have come and gone,
 Bringing their train of weal or woe,
Since first you marshaled your little flock
 In the old schoolhouse of the "Long Ago."
I know not the site of that building old,
 Nor the style of structure it may have been,
But I venture a guess, however bold,
 'Twas built of logs, and the cracks filled in.
With mortar and slanting strips of wood;
 And the small-paned windows in either wall,
Were set so high they could never tempt
 The wandering gaze of urchins small.
The seats perchance were minus their backs,
 And the stove, no doubt, was a "Cannon Ball,"
And the drinking fountain a cedar pail,
 And the same tin cup did duty for all!
But hastening years brought, each, their change,
 The old log house no more is seen;
And the boys who marked on the walls with chalk,
 Are gray-haired men of thoughtful mein.

I know not WHO, or WHERE they are;
 No record of their names appears,
 Yet I'm sure they love and honor still
 The instructor of their early years.
 'Twas not my lot to mingle with
 That merry group of the "Long Ago,"
 But I, your pupil of later years,
 Full well your worth as a teacher know.
 And when the School of Life is done,
 And your name on the great white roll appears,
 I'm sure you will know, and NOT TILL THEN,
 The good you have wrought in these fifty years.

ADDRESS.

BY DR. D. B. PARKINSON.

"We must educate! We must educate! or we shall perish by our own prosperity." These words were uttered earlier in the history of the nation by one who had a statesman's vision of a great problem.

This statement has prevailed, in a large measure throughout our land during our nation's existence. We have many achievements of which we are justly proud. The LITTLE RED SCHOOLHOUSE and the CHURCH ON THE HILL have been the bulwark of our liberties. Those of a prophetic vision have had a deadly fear of an illiterate populace in a democratic form of government. They have had a profound conviction that the ballot in the hands of an ignorant and superstitious citizenship, would be

quite as hazardous as would dynamite in the hands of the vicious.

The people of the several states have been almost a unit in choosing the wiser course, and have given much emphasis to the cause of education. To follow the progress of education, especially during the last fifty years, is intensely interesting and gratifying to every loyal citizen.

We are often shocked at the exhibition of narrowness of vision of school boards, directors, and of other school authorities of rural schools, in planning for the provision of the common facilities and equipment of the schools under their charge, but on the whole, we have cause for much exultation over the magnanimity of school officers, the General Assembly, and the people in general. We are coming to see clearly, that there is no field of investment in which the returns are so satisfactory and so profitable as in the education of the children of the land.

Perhaps few of us stop from our usual routine of duties, long enough in the early part of September to imagine the stream of young human life as it starts from the several homes of our commonwealth and moves in every direction, but converging to the most democratic institution we have, the public school.

May I suggest that the members of this assemblage of people, especially the older ones, keep this in mind on the first of September next and picture before your mind this moving mass of children, the hope of our

country. You may imagine this army, thus moving toward the places where they are to be directed in the shaping of their lives and their destiny, preparing for life's career, becoming imbued with the spirit of devotion to the best interest of their common heritage, a free country.

In this, Saline County, in 1913 there were in this hopeful company 8476 in the elementary schools, and 368 marching toward the high schools. In Williamson County there was a similar phalanx of 12,137 moving toward the elementary schools, and 443 toward the high schools of the county. My figures are from the last report of the Superintendent of Public Instruction and are trustworthy, at least, as far as such data can be. Picture, if you please, this host of the pride of the nation just in these two counties, selected because of the fact that it was here that he, whom we honor to-day, has devoted a full half century of his life to the best interests of the young of these counties.

It may help us in appreciation of this fact, to remember there are 102 counties in the commonwealth of Illinois, many of them much larger in area and population. The total sum of this invincible host, invincible when properly equipped with trained brains and consciences, is now almost beyond computation. The latter, the trained conscience, is quite as essential as the former. The hearty co-operation of the two assures us the highest type of citizenship.

The number in the entire state attending high school in 1913 was 78,942, and 931,273 in the grades, making a total of 1,010,215. Doubtless these figures do not represent the facts in 1916. They are too small for the present conditions and facts.

Much has been said about this country, (especially the Mississippi Valley,) being the great melting pot of our civilization, where varied nationalities are fused into a composite whole. When this blending contains a good measure of the American element of thrift, energy, intelligence and righteousness, the product is one to be coveted. Doubtless there is no one factor in this melting pot procedure that is so potent and so marked as in our public schools, where the sacred doctrine of equal rights is so thoroughly emphasized and made the basis of government. It is a wholesome revelation to the child of luxury to discover that his standing in the school is not on the basis of social and financial prestige, but on the basis of the intelligent performance of duty, and the proper attitude of mind toward the individual, and the community in general; that to be a child of affluence, or poverty counts for much less than the social distinctions made elsewhere in the community would indicate.

When we consider what our public schools are doing for those who come to our shores, we find difficulty in understanding why anyone should seek to continue at least some allegiance to his native country.

I think we all agree with our good president Wilson, that we do not recognize the hyphenated citizen as such, and that we must insist on our people from other shores, becoming genuine Americans, fully in sympathy with the spirit of our institutions. There is some reason to fear that in our generous feeling toward those whose former years have been spent where the environment has been unfavorable and the lot has been hard, many are inclined to yield too much to these foreign influences, and to extend the multitude of advantages of living under the stars and stripes to those who still retain many of the doctrines and fallacies of the Fatherland that are incompatible with the spirit of our government.

Our people have, consciously or otherwise, allowed the materialistic theories of Europe to creep into our civic, state and national councils till we are all too far removed from the moral and religious standards of our forefathers. In our chase after the almighty dollar, we have become blinded to the things that are really worth while, things that do not perish with their using, and are carried away with the things of lesser value.

We do well to guard, with ever increasing care the high standards set up by the pilgrim fathers; standards, not obtained by man's experience alone, but by the positive and direct command of Jehovah himself. He has told us, in plain language, of some things we shall not do, and some things we should

do to meet with Divine favor, not to secure his favor so much, but by doing as he commands we do the things best for ourselves.

Our people may well give heed to the part the public schools have to do in the several processes of the melting pot, especially in creating an intelligent public conscience that will stand the tests of commercial honesty, and to continue to show the high example of a Christian nation. In this connection, allow me to call attention to the great need of establishing the youth of our people in habits of industry. The recent emphasis given to vocational training is along the right line, for this training is not only meeting a demand for the training of the physical being in a practical way, leading to a selection of life-calling, at a time when this appeals to the individual preferences of the young, but it develops a spirit of independence in the matter of self support that is highly essential. The scientific accuracy developed by much of this training engenders a conscientious care for details and accuracy that is invaluable to the individual when in the formative period of life. When this training becomes general, there will doubtless be less need of work of reformation, now necessary to correct habits that are evil.

It is not my purpose to review the whole scope of training of childhood and youth. I am loth, however, to pass without calling attention to four essential threads that must enter into the fabric of

human character. We may not agree as to how this may be done or just when it should be done, but it is highly essential that it be done, sooner or later. There is no better place in which to inculcate them than in the public schools.

First. There is the thread of a recognition of the relation of the individual to the Creator of his being. He must needs get the idea burned into the very fibre of his nature that he is accountable to the Almighty for the deeds done in the body, by the body, at the behest of his soul; of his will if you please; that there is a hereafter and a serious accounting for our acts.

Second. The thread of recognition of parental, school and civic authority is, perhaps, next in importance. No character can even approach perfection where this attitude of mind does not exist. A casual observation will disclose the lamentable fact that in many characters, as studied on the street and elsewhere, this essential element seems almost wanting.

Third. The doctrine of service, efficient service, is another thread in the weaving of character that should have due and proportionate consideration. With so much wealth about, so much luxury for the young, as well as for the older ones, it is easy to grow into the habit of thinking that others should add to our comfort by attendant service and much recreation and entertainment, resulting in an attitude of extreme selfishness. In some way our public schools

should give emphasis to the fact that even a public office is a public trust.

Fourth. The square deal is a most important thread that must get into fabric somewhere in the curriculum of school life. We are indebted to our ex-president for this terse expression, but everyone knows what it means. It is the Golden Rule put in terms of present day speech—it savors of business. In other words, in debatable questions, where interests of others are involved, put yourself in place of the other fellow before deciding. It will help amazingly in seeing duty. Render unto Caesar the things that are Caesar's and unto God the things that are God's is a working principle that covers the whole range of related interests.

This is the kind of preparedness about which there can be no question, but a kind our people are slow to provide for. I am not discussing the subject of military preparedness, but suffice it to say, that if our homes and our schools can come up to the standards of the Great Teacher, we need have no fear of internal strife, and if nations can be led to adopt the same standards of ethics that obtain between Christian men, there will not be a nation on the globe that will need much of an army to protect its rights or its honor.

In view of all conditions, it is my firm conviction that if these United States shall base its claims of justice on the broad plain of humanity and righteous-

ness as President Wilson has repeatedly done, we have little to fear. If a one-thousandth part of the funds asked for military preparedness, could be spent in exhibiting the fallacy of war as a method of adjusting differences, that instead of building up a great standing army and a powerful navy, and worst of all a military system, the country would stand a much better show in dissipating any war cloud that might be gathering, either in the orient or the occident, that would in any way effect the United States. I regard this issue as one of the gravest problems we have been called to solve in all our history. The public schools will have no little part in the disposition of the issue. We are met here, to-day, on these historic grounds to honor one who is just completing a half century of service as a trainer of the young. His labors have been confined, largely, I understand, to the two counties of Saline and Williamson. It was a happy thought on the part of some friend or friends, to conceive a plan by which his many admirers might have an opportunity to express their appreciation of his life and labor among them.

Since the program of to-day is a long one and many are to speak of Prof. James W. Turner's career as an educator, allow me to simply add that it has been my good fortune to have known him for perhaps at least thirty years, having worked with him in teachers' institutes and having associated with him in educational gatherings from time to time.

In all my acquaintances with Prof. Turner, I have invariably heard nothing but terms of highest esteem. I know he numbers his loyal students of former days, and present, by the hundreds, perhaps thousands. Many of them are here to-day to aid in this delightful task of paying tribute to his useful career.

I imagine I can come nearer entertaining a sympathetic feeling with our mutual friend, on this occasion, than many of my hearers, for my term in the same profession has been quite contemporary with his. Mine began in the fall of 1865 and his in 1866. My labors have been in several portions of the state, but mostly in Southern Illinois, while his has been confined to these two counties.

I am sure Bro. Turner's experiences have not been all sunshine; some shadows have surely crossed his pathway, but I assure you he has paid but little attention to them. Doubtless he has worried about the outcome of many school problems, problems of discipline, cranky parents and school boards, but he has learned to see the silver linings, though obscured by the clouds. I am sure he has been optimistic and hopeful through the years, which particularly accounts, perhaps, for his raven black hair, unwrinkled face and congenial spirit. This unselfish spirit has added to his joy of service and extended usefulness. I think Prof. Turner has been not only a fairly good liver, but has a good liver. Not however, like the good colored man who was accused of being a

pessimist which he vigorously denied, and when informed he could not possibly be called an optimist, declared he was neither, but was a possomist.

He has been progressive, not necessarily a Bullmooser, but one who has accepted the merits of the new and retained the good of the old, requiring a high order of discrimination. In this respect he differs from a colored individual whose son received a silver dollar from his employer because of faithful service, with the instruction to take it and buy a fine chicken and take it home and have his mother prepare him an old fashioned chicken dinner. Unfortunately for the boy, he went home first, and foolishly displayed his silver dollar, much to the interest of his father, who inquired with much earnestness as to how he came to be in possession of the attractive piece of coin. When informed on this matter, the father held out his hand and said, "You give me that dollar, and you can get a chicken the natural way." Prof. Turner has not held so tenaciously to the old ways, especially when the modern ways have seemed rational and pedagogical. In reflecting over the features of this joyous occasion, it occurs to me that a contrast of some matters extending over a half century would be of interest, so I have taken time to call out some data from the biennial report of the Supt. of Public Instruction, Newton Bateman, issued in 1886, and from the last report of our Supt. of Public Instruction, Hon. Francis

G. Blair, covering the bi-ennial period of 1913 and 1914.

I am aware that statistics are usually dry and uninteresting, but occasionally they enlighten us. You may be pleased first to hear extracts from the report of the County Superintendent of Williamson county, Mr. D. G. Young, found in Batman's report just fifty years ago. "Many of our schools are small, not because there are not children enough in the district to make them large and interesting, but for want of sufficient interest felt by the parents to send their children to the school.

"I am sorry to say that but little regard has been had for moral culture in the schools of our county. Thoroughness of moral training in our public schools in my opinion, is of the first importance. Without it, they are as likely to prove a curse as a blessing. In my opinion, the Scriptures should be read in all our schools every day. If the teacher be a professor of the Christian religion, a short prayer might follow the reading exercises. A person who cannot see the necessity of moral as well as intellectual culture is not worthy the name of teacher and ought not to be employed as such." In this report of Mr. Bateman I found no report from the County Superintendent of Saline county.

I now briefly call attention to one of the most striking features of the public school system in our state, and I dare say of the United States, viz: the

evolution of the high school, especially the township high school. In the report of Supt. Bateman, '66, I find no reference whatever to the high school. From Mr. Blair's school directory of 1915, I find this startling fact concerning the high schools of Illinois—the people's college: There are one hundred fifty township high schools and four hundred ten four-year city high schools and a goodly number of three-year high schools. Many of these are far superior in material equipment than were many colleges twenty years ago, in fact better than many colleges to-day. Not a few are in Southern Illinois. Both Saline and Williamson counties can claim this distinction, viz: the high school in Harrisburg and in Marion. Each a credit to its home county and to the state. The city high school of Mt. Carmel, costing \$100,000, is an example of what a small city can do. I must desist from consuming more of your time and attention. I congratulate the friends of Prof. Turner who have planned this Jubilee and Reunion. I congratulate you Bro. Turner, upon the happy closing of the first half century of service in the exalted field of usefulness, that of education. We are glad that you are still with us, and that we have not waited till your work has ceased. We entertain the fond hope that your labors may not cease, but that the Giver of all good, may continue to favor you for many years yet with your wonted physical and mental vigor, and that in His good time, He may

lead you gently to the river's brink, and that you may awake in His glory, and we know you shall receive the highest encomium that can be given to mortal man, "Well done thou good and faithful servant, enter thou into the joys of thy Lord."

ADDRESS

BY J. W. MCKINNEY.

The physician keeps whole the temple in which dwell the mind and soul. The minister fixes the vision on that future life in which we believe will be shown the fruits of this one. The statesman shapes the policies of nations and helps to preserve on earth peace and good will. The musician and the artist are the interpreters of the divine in human life and reveal to men the harmonies of Nature. The mother is the central figure of Christian civilization; over the whole world and throughout all human interests her love brings earthly life nearer to the heavenly, her touch soothes pain and her smile glorifies joy.

Of the nature of all these the teacher partakes. In a life of service the teacher lends a hand to make youthful minds, facing the future, open to the truth in whatsoever form it comes; to create with youthful ambitions a responsibility for citizenship and a readiness to meet social obligations; to attune youthful tastes to the sweeter, finer tones of life's symphony; and, in spirit of deepest reverence, to touch youthful lives with a love that shall go with them through

pleasant pathways into the fairest fields of life and conduct.

There are three institutions that touch the life of the child—the home, the school and the church. These, like rivers emptying into the ocean, are furnishing the future citizenship of our country. It is for this reason that the state invests in free schools for education.

Emerson says; “I call that an education—and a generous one—which fits man to perform justly, skillfully, and magnanimously all the offices, public and private, of peace and of war.”

I would call that the best education that fits for the best possible citizenship.

The home and the school are striving to do the same thing for the child, and each supplements the work of the other.

The teacher hitches his school on the affairs of life and not only enables his pupils to get more out of life but to possess a greater earning capacity.

The teacher takes the child, a lump of clay animated with an immortal soul, and moulds it as he wills. He forms and guides public sentiment.

The mission of the teacher is to capture the citadel of the child's mind through love and sympathy; lead to higher ideals of life and duty; establish a closer relation between the home, the school and the state; exalt purity of life and conduct; strengthen the moral tone of the community; to make good men and

women; to establish dignity in the profession of teaching; to make education attractive; and meet the needs of an educated citizenship.

Prof. James W. Turner has for half a century done these things. He has put character and originality into all he did and his stamp of superiority has been written on it. Wherein he once said "Boys, if you will come into my school, I will help you, and if you haven't the means with which to attend school, I'll give you all the time you need," he now addresses these gentlemen as Doctor, Reverend, Professor, Banker, etc.

A teacher's success can't be judged until his pupils enter life, as the teacher motives, fixes ideals, and introduces them to the books they are to read.

The wealth of the nation lies in the cultivated human brain. It is the mission of the teacher to lead in this brain development. He not only leads by precept but by example. I have no hesitancy in saying that within my quarter of a century's acquaintance with Prof. Turner, during which time I was a co-worker in the profession, I have known him as a progressive yet conservative; a tireless worker and loyal to every county Superintendent and teacher; conscientious in school and out of school. He was not a saint on the inside of the school room, and a sinner on the outside, but has been, and ever will be, a pattern after The Great Teacher.

We trust that the Giver of all good may give

you—Prof. Turner—wonted health and in His own good time lead you gently to the river's brink, and may you hear the highest encomium ever given to mortal man, "Well done,—etc."

ADDRESS

BY W. O. POTTER.

Twenty-four years ago this month, seven uncouth country boys were given diplomas of graduation by Prof. James W. Turner at the Crab Orchard Academy. That was the first great station in life for those boys. At this distant time it seems only like a dream, but as my mind to-day reverts back to that happy event, and I think of the many incidents occurring in their associations, among themselves and their teacher, it almost unfits me for making an address. The names of those boys will always remain a sacred memory. They were: Jack Fleming, Leonard Potter, Ed Huddleston, Wright Black, Robert Parks, Festus Parks, and myself. Those boys have scattered and engaged in various vocations in life in various parts of the country—two have passed to the Great beyond—but their associations will always remain sacred in my memory.

On this occasion and at this time, it is an effort for me to speak. There is a thrill of "Sadness and longing that is not akin to pain, and resembles sorrow only as the mist resembles the rain."

We have met to-day to celebrate the semi-centen-

nial anniversary of the teaching profession and Golden Jubilee of Prof. Turner who so constantly, persistently and energetically has urged hundreds of boys and girls of this and adjoining counties to seek knowledge as the foundation of manhood and womanhood.

He taught individual thought and action as the surest weapon for the conflict of life and as the best guarantee for success in every encounter. No boy or girl, man or woman, who has been taught by Prof. Turner and has followed his advice has ever been deterred from facing any obstacle, giving battle to any adversary, espousing any just cause and conquering every foe in the great conflict of human existence and material development. Progress and achievement have come to all those who deserve it.

It took four thousand years, from the beginning of recorded events, for man to rise from creation to semi-barbarism, at the advent of the Christian Era. Individualism, during all of this time was in fetus slumber. Men moved and acted from a common cause, state of expediency or priestly motive.

Personal action and personal responsibility were first taught in a practical form by the Great Teacher who instituted Christianity. The soul and mind were developed and enlarged by the higher conceptions of life here and Beyond. The development of individual thought and action became the foundation of a broader view of life and the bulwark of civilization.

Through all the intervening years, from the Christian Era to the present century, man has been struggling to weaken the bond of savage tribalism and the rabid influence of priestly dogmatism.

It is only during the last century, and perhaps during the latter half of that period, that man generally, has begun to think for himself. The great onward march of inventions, commerce, education and material development has brought man to a higher realization of his attributes of greatness.

Prof. Turner, during the last fifty years, has been in the forefront in teaching his pupils how to meet these several new and great problems, in overcoming the obstacles of life, and laying a broad foundation for the future. Such teachings as his have laid deep and broad the principles of American freedom and the higher conception of life.

Every boy and girl should be taught the things that make for liberty of conscience and freedom of the soul; for the principles of manhood and womanhood; and all things that will elevate and ennoble the character here, and prepare for the transition beyond the ragged peaks of eternity. In the language of Holmes, they should be trained to

“Build thee more stately mansions, oh, my soul,
As the swift seasons roll.
Leave thy low vaulted past,
Let each new temple, nobler than the last,
Shut thee from Heaven with a dome more vast,

Till thou at length art free,
 Leaving thine outgrown shell by life's unresting
 sea."

Here in dear old America, every man, woman and child has freedom of speech and conscience, so that every one may write or speak on any subject as his conscience may dictate, when it does not interfere with the civil rights and liberties of any other citizen, or the free institutions of our Republic. Not so in other climes. Ours is the only free, untrammelled land where man may think and worship at the shrine of individual culture, and through his conception of Deity, according to the dictates of his own conscience.

While the old world is wrapped in the flames of destruction, and gripped in a death struggle, the result of thousands of years of tyranny and oppression, jealousy and degradation, debauchery and degeneration, state domination and militarism, our own free America is enjoying the blessings of liberty and freedom which have been purchased at the price of the blood of heroes and planted deep in the hearts of our people, by the constant and universal teachings of our broad educational system. Prof. Turner, for half a century, has been inculcating these principles in the heart and soul of his pupils.

This land of freedom and opportunity, under the slogan of "Liberty and Union, now and forever, one and inseparable," will move onward and upward, keeping in view the rights of humanity, to a greater,

broader and more glorious republic, until transformed in the melting pot of transition in the future, beyond the veil which mine eyes are too mortal to penetrate. And when the affairs of mortals are balanced in the great ledger of human accounts, no man will have a higher or more noble credit to his account than the one in whose honor this reunion is held.

And when the great scroll of the affairs of men are flashed across the firmaments of eternity, and the great Teacher shall flash the roll of honor on the screen thereof, none will have a more conspicuous position than the hero of this reunion.

May we, his pupils and friends, so live and move that when we have passed to the land from whose bourne no mortal has yet returned, we can meet in one grand reunion on the campus of erudition in the Elysian Fields of Jehovah under the firmament of eternity, there to prepare for another commencement to unravel the hidden mysteries of Elohim not yet revealed to mortal vision. In the language of Bryant—

“So live, that when thy summons comes to join
The innumerable caravan, which moves
To that mysterious realm, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night,
Scourged to his dungeon, but, sustained and soothed
By an unfaltering trust, approach thy grave,
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams.”

ADDRESS

BY S. L. ROPER.

Mr. Chairman, Ladies and Gentlemen:

The opportunity to speak to you to-day affords me much pleasure, and I am quite sure that you will appreciate my kindness when I assure you I shall not speak longer than one and one-half hours. For I can see by your restlessness and anxious looks that you are in the same state of mind as a certain Methodist minister who had been sent to a new circuit that was so large that it required a whole month to make all the preaching points, and being true to the custom of the cloth, he made known on his first trip his likes and dislikes at every house in which he was entertained. Chiefest among his "likes" was rabbit, and he doted everywhere upon his great love for rabbit. As a result of this information when he started out upon the circuit for the second round everywhere he stopped, and for every meal, he faced a dish of well prepared rabbit, until his ³ppetite for rabbit not only faded away but the very thought of rabbit was repulsive, and finally upon the last day, seated at the table where rabbit was served in abundance he was called upon to say Grace, when he bowed his head and in as reverent a mood as possible he said:

"Rabbit young and rabbit old,
Rabbit hot and rabbit cold,
Rabbits lean and rabbits tough,

We thank thee, Lord, we've had enough."

I know you have patiently listened to speech making until you have doubtlessly had enough, but I just want enough of your time to speak of three distinct views of life as based upon the seventh chapter of St. Luke. At first I intended to speak to you to-day on "Memories," but after giving careful consideration I concluded I could not speak upon this subject to Prof. Turner and at the same time preserve my own honor, hence, my decision to speak upon these different views of life.

While it might be possible, yet it is seldom ever the case that these three visions are the same. They are: Our own view, (of ourselves) our neighbor's view, and the Lord's view. It is very frequently the case, that according to our own view our unquestioned authority and capability is something amazing, and the great wonder to us is that others cannot recognize the fact that we are equal to any emergency, and bestow upon us more trust and greater responsibilities, and cast at our feet more praise and homage, while upon our brows we would have loving hands press the crown of authority and power.

But our neighbors, being unable to appreciate our point of view, sometimes make demands that mean destruction to our beautiful palaces of fancy. And why should they not? In this hustling, busy day the world has to ask "what have you done?" before

it bestows its tokens of appreciation and honor.

In our bible story the centurian said "I am not worthy" but the Jewish elders said "He is worthy"—Why? "Because he hath builded us a Synagogue and loveth his people." Not because he said he was going to do something, not because he was a Roman soldier with authority, but because he did something. These are his Jewish neighbors and he is a Roman—Are they harsh in their criticism? Can we accept their word?—Generally speaking we can accept the view of a neighborhood as being correct relative to an individual. If they appear to be harsh in criticism it is because they want the individual to prove his worthiness—This my friends is the only sure way of placing honor where honor is due. If you and I want the world to recognize us, we must go out and do something, and do it with a loving heart for our fellow men.

"He loveth our people and hath builded us a Synagogue," therefore he is worthy.

The act of building was the result of love for the people.

I believe I can truly say of our Professor Turner to-day that because he loved our people, he could not stand idly by and see them engulfed in ignorance, therefore he has builded in the minds of the youth of our country, and thousands to-day would say "He is worthy because he has taken us in our ignorance and stupidity and planted within our life that hungering for a deeper knowledge of the things mysterious.

Such lives, filled with the self-sacrificing spirit, are the lives that shall live on in the hearts of men long after the selfish life of greed and lust has sunk into the sea of forgetfulness.

The centurian said of himself "I am not worthy." The people said "He is worthy," and the Lord said of him "I have not found so great faith even in Israel."

The man who gives himself, heart and soul for his fellow man, and for the helping of those in need, not only gains the love and good will of his neighbor, but also the commendation of the great Teacher of all mankind as well.

Prof. Turner has now rounded out 50 years of self-denial in bringing before the minds of the young the great possibilities of life, and instilling those ideals within their souls that have lifted hundreds to a plane of usefulness in the great arena of life. For all this he has never claimed honor nor praise but has felt amply rewarded by seeing the world bettered and lives made more perfect as the fruits of his labor.

When his days of loving labor shall have come to a close may he hear from the Lord, who alone can reward such service, "Well done thou good and faithful servant thou hast served well thy fellow man and in so doing thou hast served me, enter thou into the joys of thy Lord."

CHAPTER XII

JOHN H. DUNCAN'S ADDRESS—W. L. MOTSINGER'S ADDRESS—J.
W. PEEBLES' ADDRESS—MRS. BREWER'S JUBILEE SONG—
LETTERS OF APPRECIATION—GOLDEN JUBILEE REGISTRA-
TION—MY GRADUATES—MISCELLANEOUS

ADDRESS

BY JOHN H. DUNCAN.

Delivered by E. H. Scobey.

It is customary to say nice things about our friends after they have passed away. Obituaries are full of extravagant phrases, extolling the virtues of the departed. But it is rare indeed, that we take occasion to pass encomiums on the living.

As a rule, we do not fully appreciate our best friends while they are with us. We fail to see their sterling virtues, their heroic struggles, their worthwhile achievements. Life is too strenuous. We are too much absorbed in the busy struggle for preferment, to pay any heed to the commonplace or ordinary.

But this jubilee service my friends, is an extraordinary occurrence. It celebrates an extraordinary

achievement. An unbroken record of fifty years as teacher in the public schools of this community, is, so far as my personal knowledge goes, without precedent. Such is the record made by James W. Turner, a man we all love and admire, and in whose honor we have met here to-day. Plain and unpretentious, yet forceful and practical, Mr. Turner has spent half a century in moulding and shaping the destiny of young men and women who were placed in his charge.

Those who were so fortunate as to sit in his classes felt that personal touch and influence which helped to make character and higher and better citizenship. His work along this line was marvelous. Like the old-time preceptor, he dealt largely with the individual pupil, and hundreds can testify to the thoroughness of the work done. Some of his pupils have made successful lawyers, some have made eminent physicians, some leading ministers of the gospel, some have succeeded in banking and mercantile lines; and all of them have that peculiar "Turner" stamp which makes them good citizens.

After all, speaking from years of observation, it is the teacher's personality that counts. In my own experience among teachers of my early youth, only one or two stand out like mountain peaks. I have no doubt that the same experience applies to most of you here to-day. There is a personal impress that lingers, which many times reaches to the heights of inspiration.

In comparison, technical knowledge diminishes in real importance, while textbooks and equipment are secondary. The real teacher, the one worth while, may not be a textbook prodigy, he may not be adept in the use of the rod, but he has the gift of leadership and inspires his pupils with noble aims. The real teacher, like him in whose honor we have assembled, may be simple, modest and unpretentious; but he has that innate quality which causes him to love his work for the good he can accomplish. Mr. Turner never used the profession of teaching as a stepping stone. It was not a makeshift with him. It has been his ideal of a useful, helpful career, and he has followed it with earnest, unwavering devotion. Scores of his scholars owe him a debt of gratitude that they can never repay. This obligation is not confined to his pupils. His work in the county institute which began almost forty years ago, has left its impress each succeeding year on the hundreds of teachers who attended.

It was my good pleasure to meet him first in institute work when my predecessor in office, Dr. J. M. Fowler, was at the helm. In those days we had normal drills lasting from four to six weeks, in order that the teachers themselves could gain textbook knowledge as well as the rudiments of psychology. James W. Turner at that time was counselor, adviser and helper to every teacher.

He was my friend during the eight years I held

the office of county superintendent, and my obligation to him for his loyal, sympathetic support, cannot be measured in words.

It is gratifying to know that in the profession of teaching there is no dead line this side of eternity. It is gratifying to know that the faithful service rendered by Mr. Turner is being more and more appreciated. It is especially gratifying, that in spite of fifty years of laborious work, often in poorly ventilated rooms, he is here today, hale and hearty, ready and willing to repeat the performance.

It was in the sixties that Mr. Turner began his career as a teacher. The public school system was in its infancy. Taxation for school purposes was decidedly unpopular. Log cabin school houses with split timber benches were the order of the day. Blackboards and other school appliances were scarcely known. There was no general system of textbooks in use and the principles of the three R's were rudely taught by incompetent and poorly prepared teachers. The matter of ventilation, sanitation and health received little attention. The comfort of the pupil was entirely ignored. There were no sanitary closets, no provision for drinking water on the premises, no attractive surroundings.

But what a marvelous transformation has occurred during these fifty years! What a wonderful improvement both in equipment and in the methods employed! The schoolhouse of to-day is constructed

along scientific lines and is equipped with every needful appliance. The public school is universally recognized as the bulwark of our free institutions, as well as the greatest civilizing force in existence. The school has become the social center of the district, and the course of study employed amply provides for the necessary training of the child. Manual training and domestic science form a part of the curriculum in many places, while bookkeeping and other business forms receive a full measure of attention. This is as it should be. The child when he leaves the public school should know how to do things. First of all he should know the imperative need of good morals and a healthy body. He should already have planned the avocation he expects to follow, and be in some measure able to begin that work. In other words the public school should be intensely practical and serve the actual needs of the child. It should lay the foundation of what is to follow. In order that this much desired condition may be brought about, we need more professional teachers. We need more men and women who will do like my friend Turner has done, give their lives to the work. May we not hope that the day will soon come when the ablest and best among the youth of our country will find the profession of teaching so congenial and remunerative, that they can afford to enter it, and stay with it to the end.

Education means discipline. It means efficiency

and strength. It broadens the vision and multiplies opportunities. To spread its beneficent influence should enlist the best that is in us. To deny this priceless heritage to a single child, whether white or black, is little less than a crime. When the parent or guardian fails to do his part in the matter, the state must interfere, not only for the sake of humanity but for its own good. He who glimpses the greatness of this work and applies himself unreservedly and unceasingly to its advancement is a benefactor. It may require courage and self sacrifice, it may require study and unceasing toil, but the results achieved fully justify the effort. Prof. Turner has faithfully done this for half a century, and his work still continues.

ADDRESS

BY W. L. MOTSINGER.

We have met here to-day to honor the life and works of one of our country's greatest educators. To be able to stand and look back over half a century of successful teaching, and all that time, except three years, in one county, is an experience which only one in ten thousand will ever enjoy. Not only is this true of the teaching profession, but of all other occupations as well. The business men are seldom found who have enjoyed fifty consecutive years of successful business life.

The successful business man is like the successful

teacher, he must re-invest the profits in the same business. The teacher who fails to put his profits into knowledge, so as to increase his power as a teacher will soon cease to be considered as a live up-to-date teacher, and will finally be driven out of the profession, or will leave it voluntarily for lack of competency in the work. We all know that the principle of re-investment of profits in knowledge and power of teaching has been the one upon which Prof. Turner has always acted. This constant, continual, and progressive preparation, has kept him abreast of the fast advancing educational methods of our country. We are confident that the failure to observe this principle has been the cause of thousands of teachers losing their positions and lagging behind in the educational world. I believe this axiom will hold true in all occupations and professions.

There is no higher calling than that of the teacher, except that of motherhood, and she is the most natural and best teacher of all. The importance of a position is measured by the value of the article dealt with. The teacher therefore holds the highest position, because he deals with the most precious and valuable things, namely—souls, minds, and characters. If the rail-splitter spoils a rail little is lost. But what about the teacher who spoils a soul, a mind, or a life? The true story from the lips of Canada Blackie, one of the most noted criminals shut up in the penitentiaries of New York state,

should cause every teacher to realize the magnitude and importance of his position. He speaks thus:

"When I was a boy I attended a little country school of about twenty-four pupils. The teacher was a girl scarcely out of her teens, and without any interest in her work. She was engaged to be married, and when she wasn't twirling her engagement ring, she was reading 'The Duchess.' I was a quick-witted boy. I soon sized up that teacher. One day at recess I called a bunch of boys to me and said: 'I bet you a pound of peppermint sticks I can give the teacher a wrong answer and get by with it.' When the class was called, the teacher, with a far-away look in her eyes, asked me to bound the state of Maine. I stood up as cool as you please and rattled off with one breath: 'Maine is bounded on the north by the Pacific Ocean, on the south by the Gulf of Mexico, on the east by New Jersey, and on the west by New York.' Instead of dealing with me on such a recitation as was her duty, all she said was to yawn a little and say: 'Next bound Vermont.' I discovered how half-asleep most people are, and how easy it is to deceive them. - I became the leader of those kids, and in a few years later I became the leader of a band of 'crooks,' and this lead me to my prison life." This teacher perhaps never realized that her carelessness and indifference to her duty and task as a teacher had spoiled a character, blotted a life, and caused the ruin of a human soul.

He, whom we have met to honor here to-day, is not this type of teacher. His mind, his heart, his whole strength, and his very soul are in his work and the task before him. He possesses in a very high degree the two necessary essentials of a successful teacher—preparation and consecration. Preparation is never complete. Each new day we find that our qualifications for yesterday are insufficient for the present day. Therefore we must continue the work of preparation, day by day, if we would keep abreast of the on-rolling tide of education. This constant preparation for his chosen work has always been one of the strong characteristics in the life of Prof. Turner, and has been one of the leading factors in his success as a teacher.

Consecration, the other essential of a successful teacher, means love; love for the work of teaching, and love for the pupils. In this essential, as well as in preparedness, Prof. Turner is eminently qualified. He loves the teaching profession with all his soul and might. He loves his pupils, one and all, rich and poor, the well dressed and poorly clad, all alike. In this he seems to be like the Savior of men, who looked not upon the outward appearance, but upon the heart of man. Prof. Turner seemed to have eyes only for the mind and character of his pupils. Nothing ever seemed to please him more than to see these noble qualities developing in the lives of his pupils.

Well do I remember twenty-two years ago when

there was a homeless, motherless, and practically penniless and clothesless youth of seventeen years who followed his father's lead over the clay hills of Williamson county to Crab Orchard Academy. This institution of learning had been erected by the hands of Prof. Turner himself so that there might be better opportunities for the uplifting of the youth of our country. It was within the walls of this little "Temple of Learning" that this youth received his first aspirations to reach out for something better and higher in life's great drama. It was here that the strong personality and influence of Prof. Turner kindled a spark of inspiration in the life of that boy, a spark that has continued to light up as the days have gone by, and will continue to burn as long as life lasts. That homeless, penniless, motherless boy of twenty-two years ago is now addressing you, and with a heart full of gratitude to Prof. Turner for his uplifting influences, he wishes to add his mite of honor on the present occasion. I know the influence and personality of the teacher we have met to honor to-day has lifted me up more than any other except Him who lifted my soul from sin and death.

To the best of my memory there was only one boy who sat in the graduating class in warm weather without shoes on his feet, and in cold weather with high top boots on, and to my certain knowledge that dull, homeless, clothesless youth received as much respect, care, reverence and attention as any one

upon whom the fortunes of the world had smiled. A man with such principle and character as this cannot pass through life unnoticed. Such a noble ship as this will not pass from the bosom of the sea without leaving humanity and the world better, brighter and richer because of having been touched by his uplifting, self-sacrificing life. All honor to such lives as Prof. Turner's has been, and may the world be blessed with many more such. May the good God spare him yet many more years to continue the great work which he dearly loves; and we believe that as the flickering flame of life goes out in his body thousands will rise up to call him blessed. Our mind and heart contain much more, but words and space fail us, so we conclude with the lines of an unknown writer:

"If you have a friend worth loving,
 Love him. Yes, and let him know
 That you love him, ere life's evening
 Twinge his brow with sunset glow;
 Why should good words ne'er be said
 Of a friend till he is dead?"

ADDRESS

BY J. W. PEEBLES.

The purpose of this gathering is in keeping with the American idea of showing our appreciation of good things done by our fellow man. I have known Jim Turner (for by that name we call him) since prior

to the time he took up the profession of teaching. He was a farmer's son, a noble good boy; and as a farmer he learned early to do his work well. No one ever saw Jim Turner without something to do. Work, and work well has always been his motto. His parents were of old Puritan blood, and trained their children, first of all, love for God, home and country. It can be said of Jim Turner that he never knew failure. When he undertook a piece of work, his idea was that there was go in it, and he always made it go. Jim is a live wire in all that he undertakes.

In his early days he was of a sportive nature, a lover of the rod and gun, and many outings he has taken on the river and lakes with his neighbors and friends, and always a pleasant and agreeable companion at home or elsewhere. He was never a grouch. If things had a dark or gloomy appearance, he always presented the bright side or view of the matter. If he could not say or do something pleasant, then he said or did nothing. One of his favorite expressions used to be "If you can not say or do something pleasant then keep still."

Jim was always an admirer of the fairer sex, yet he was not foolish about the girls in his boyhood days, but was somewhat backward or shy of them. He once told me of an incident in his life that was very unusual. He said to me, "John, the worst I was ever scared in my life was when a girl, a young

lady, smiled very significantly right at me, right square in my face." I said, "Jim, did you run?" He answered, "Run? Oh my no! I just simply got away from there so suddenly that my shadow couldn't keep up with me." Of course I suppose Jim has outgrown that timidity by this time.

I have been his pupil in school and I know him to be a man of profound learning. So far as I know he is the most thorough and versatile scholar in the county, and all of it self-acquired. Yes, absolutely a self-made man. His faults are few and virtues many. He is patient in health and just as much so in his sickness; for I have stood at his bedside when he was very near death's door, and not a word of complaint did he utter.

Even before he became a Christian he was a lover of Nature's wonderful works. He has never been addicted to any evil habits of life. It has always been his ambition to be a gentleman in the fullest sense of the term. Unclean and uncultured words never find expression from his lips. In his boyhood days, his father and mother were his dearest objects of life. He was not satisfied with doing just enough for their comfort, but wanted to do much more. In the school room he was always a father to his pupils. "Do right" was his only rule.

I don't believe Jim Turner ever saw a cloud so dark but that somewhere he could find a rift through which a ray of light could be seen. He is a man

lovable, and to be admired. A man at all times and under all circumstances, and every inch a king. He is a loving and devoted husband, as well as an affectionate father. A generous neighbor. He never had anything too good but that his neighbors could share its uses and pleasures with him. Let it be said of him to-day while living that a nobler, truer man never lived. Let us scatter flowers in his life's pathway that he may know of our appreciation and love. I would prefer being laid away in a plain pine box and have pleasant things said of me while living, than to be buried in the richest casket with mountains of flowers on my grave, with nothing good to be said of me after death. God bless Jim Turner, and may his days yet be long on earth, and his good work continue.

JUBILEE SONG

BY MRS. G. R. BREWER.

Joy to the world, a man was born,
 Let all be glad to-day,
 Let all his friends from far and near
 Come fill this day with gladly cheer
 Aye fill this day with cheer,
 This day to us all dear,
 Professor, Professor Turner is here.
 For fifty years he's taught the youth,
 And stored their minds with truth;
 He came to make the blessings flow,

That all an education might know.
 We thank him, one and all,
 Yes, we thank him, great and small,
 For the many lessons taught.
 And now we've come from far and near,
 With loyal hearts and true;
 We know the good that he has done,
 And by his help what victories won;
 Long may he have command
 Of the children in our land,
 The children of our Public Schools.
 Prof. Turner, All Hail! All Hail! All Hail!

LETTERS OF APPRECIATION

CHICAGO, ILL., May 15, 1916.

Dr. G. R. Brewer, Chairman,
 James W. Turner Golden Jubilee,
 Stonefort, Illinois.

My dear Mr. Brewer:—

I am in receipt of copy of the program for the Turner Golden Jubilee and Semi-Centennial Reunion Exercises to be held on the first day of June next. My! but how this does put me to thinking. I have known Jim Turner favorably and well for most all of this fifty years. The thought brings before me memories of so many good friends who in this period of time have passed on to the great Beyond. It also brings vividly to my mind many experiences and

changes of conditions, some that are happy and prosperous, others that are sad and disappointing. But I am not going to permit myself to speculate on memories of the past in this letter—that is not my purpose for writing it. I simply take the privilege of paying a tribute to the character of this good man who has himself contributed so much toward making this world better and making life more beautiful by developing in the young men, who have had the good fortune to come under his influence and training, that quality of character and manhood to make them useful citizens and helpful to the people in this busy, changing world.

No man can possibly estimate or, in fact, can begin to realize just to what extent the influences of James W. Turner have reached out through humanity, but they have gone on from soul to soul, from neighborhood to neighborhood, in that quiet but ever moving stream, gathering as it went until the good seeds that he planted along the way have reached far out into the great sea of humanity. In every relation of life he is and has always been a just and upright man and the spirit of fidelity. Like thousands of others, I have always loved him for his kindness of heart and for his sympathetic impulses. I regard him as worthy of the highest honor that can be bestowed upon manly character.

Permit me to suggest for him the following sentiment:

May the fifty years that have passed
 Spent in following the great leader Truth,
 Appear in the ages to come
 To have been but the morn of his youth.

Sincerely yours,

LEROY A. GODDARD.

CHICAGO, ILL., May 28, 1916.

Dear Prof. Turner:

I had planned to be in Stonefort on the 1st to assist in the celebration and to give my testimony to your worth and works during the time I have known you, which is more than a third of a century.

It seems now as though it will be impossible for me to go, which I regret very much. I wanted to be with you to-day for many reasons, but the principal reason is, I owe much to you for what you did to help me along when help was scarce, and when it was valuable, and I wanted to show you that I was grateful to you and that I had not forgotten it.

It would also have given me pleasure to meet with many old friends and school-mates who I know will be with you. I am exceedingly sorry that circumstances are such that I cannot be with you, but I assure you my heart is with you.

I wish you many more happy, useful years and may God bless you.

Yours sincerely,

F. T. JOYNER.

HARRISBURG, ILL., May 16, 1916.

Professor James W. Turner,

My dear Sir and Friend:

It is with very much regret that I am compelled to write you that it will be impossible for me to attend the meeting of your old students and friends at Stonefort on June 1st.

I have been looking forward with a great deal of anticipation of a pleasant meeting, as there are so many parties who will likely attend that I have known in years past, especially when you and I were associated together in our school work at Crab Orchard.

I am sure this will be a great day for you, and I would be very much pleased to be present, and lend what little assistance that I might be able in bestowing honors upon one, who in my judgment has done greater good for a greater number of people than any other in Southern Illinois. You have been an inspiration to a great many boys and girls, and helped them and encouraged them in a way that induced them to go on and "make good" when otherwise they would not have done so.

In looking over the list, and thinking over the different ones who have received direct instruction from you, I can call to mind a great many who have "made their mark" and have become leading citizens of the community in numerous walks of life.

As is usual, or as it seems to be my luck, a very

important matter has arisen, that requires immediate attention, and will take me away from home during that portion of the week, some matters in which clients that I represent, in connection with parties in Indiana and Kentucky, are interested. It is another one of those matters which will not wait, but must be attended to at once.

If I should consult my own personal feelings in this matter I should let this matter of business go, and surely be in Stonefort on June first, but circumstances are such that it seems impossible.

Extending to you my heartiest congratulations on the ending of a half century of active and successful work, and also extending to you my very kindest personal regards, I am

Very truly yours,

A. E. SOMERS.

REGISTRATION

The following is by no means a full list of all who attended the Golden Jubilee and Reunion. The committee intended to have all who were present to register, but the impression became prevalent that the registration was intended only for former pupils. Also quite a number of former pupils did not register, having the impression that the registration was intended only for graduates of the Turner schools. These two causes reduced the registration list far below the number in actual attendance. A few names

were sent through the mails by those who could not attend the exercises, with request that they be registered.

A

Ada H. Abney,	Nancy Abney,	Sarah Adelsberger,
Charles Absher,	W. A. Absher,	M. C. Adelsberger,
C. C. Adams,	Mayme Allen,	Roy W. Allen,
Clara Anderson,	Irene Anderson,	Marie Anderson,
Wilma Anderson,	Eva G. Arnold,	Festus Arnold,

B

R. Jane Barter,	James Barter,	J. S. Barter,
Mrs. J. S. Barter,	Jeanette Blackman,	Mrs. Orlie Blackman,
Orlie Blackman,	Louise Blackman,	Nellie Blackman,
Dora A. Bond,	Mrs. C. Bonnell,	Leora Bozarth,
J. M. Borden,	Samuel Bradley,	Cornelius Bradley,
Nannie J. Bramlet,	E. B. Brockett,	Edith P. Bundren,
Genevieve Blackman,	Fern Blackman,	Mrs. G. G. Blackburn,
Martha Blackman,	Ollie J. Blackman,	Anna Blackman,
Laura Blackman,	Robert D. Blake,	Ada H. Blake
G. R. Brewer,	Minnie T. Brewer,	Charles Bradley,
W. S. Brim,	Mrs. W. S. Brim,	J. W. Bond,
Nellie Boner,	S. M. Boner,	O. P. Brown,
J. E. Burns,	Bertie Burns,	Minnie Bundren,
Thressie Bundren,	Leo Bynum,	

C

Anna Cain,	Edna Campbell,	Alice Campbell,
R. O. Clarida,	Jno. W. Carmical,	Leslie O. Caplinger,
Mrs. R. O. Clarida,	Guy Cavitt,	James R. Chaney,
Julia Chaney,	R. L. Chaney,	Roberta Chaney,
Maggie Carter,	Madge Carlson,	W. J. Campbell,
Nellie Chamness,	Ira Chaney,	T. W. Chester,
Frank Chamness,	M. P. Cain,	Mae Crosson,
Elsie Corley,	Mrs. A. C. Corley,	Lizzie Coleman,
A. C. Corley,	T. H. Cobb,	Minnie L. Copeland,
Lowell Cox,	Myles Craig,	Bessie Craig,

U. B. Craig,	Nellie Craig,	Mary Craig,
Treaca Craig,	Walter Crank,	Bernice Cross,
Mildred Cross,	Beulah Cross,	Blanche Cross,
Gertrude Cross,	George Cross,	Mary E. Cross,

D

Alden Deaton,	Arthur G. Davis,	Mrs. Chas. Damron,
James A. Deaton,	Mary A. Deaton,	Lora J. De Jarnatt,
A. W. Dew,	Flora Dew,	Bertha T. Dixon,
Murray Durham,	Jerry Durham,	Charles Dunsford,
Eliza Duty,	A. W. Duty.	

E

Gladys Edwards,	James Elder,	Flora Engehausen,
Mary Engehausen,	Helen Enboden,	Eva R. Enoch,
Alice Enslinger,	E. E. Enslinger,	Iva Enslinger,
Charles Erwin,	Roscoe Erwin,	C. H. Erwin,
Mary Erwin,	Minnie Erwin.	

F

John H. Farris,	James A. Felts,	Oscar Felty,
Claude Ferrell,	L. L. Fowler,	Mrs. L. L. Fowler.

G

J. E. Garrett,	Eugene B. Goe,	Dorothy Goe,
Mrs. Lucy Gibson,	A. J. Gram,	Mrs. O. W. Goodrich,
Cora L. Green,	R. E. Groce,	Mrs. R. E. Groce,
Mozel Groce,	F. M. Groves,	Mrs. F. M. Groves,
Vernell Gullledge,	John Guy.	

H

Grant Hall,	Clara Hall,	Thomas W. Hall,
Della Hancock,	Lynndon Hancock,	Cuthbert Hanrahan,
Thomas Harris,	Ezra Harris,	Nellie Hawkins,
Will Hawkins,	Edith Hawkins,	Carl Hawkins,
Edward Hawkins,	Jacob Hays,	Gertrude Henderson,
Ella Hickel,	Gertrude Hicks,	Gertrude Holmes,
Roy E. Holmes,	Elvis Holmes,	Douglas Holmes.

J

Everett Jackson,	W. F. Johnson,	Morton Johnson,
------------------	----------------	-----------------

Joe Johnson,	Robert Johnson,	Mildred Johnson,
Martha Johnson,	Zou Johnson,	Sibyl Johnson,
F. F. Johnson,	Laura Johnson,	Mrs. F. F. Johnson,
Mrs. W. T. Jobe,	Mabel Jones,	Otis Jones,
Prettyman Jones,	Ama Joyner,	Victoria Joyner,
Twanette Joyner,	V. C. Joyner,	Cecil Joyner,
James Joyner,	Maria Joyner,	Ethel Joyner,
Dortha Joyner,	Mona Joyner,	J. E. Joyner.

K

Flora Keaster,	Nora Keaster,	Sarah Keaster,
W. J. Keaster,	A. I. Kelly,	Clyde Kelly,
George H. Kelly,	Mariah Kelly,	Myrtle Kelly,
Nancy Kelly.		

L

Charles Lanham,	J. G. Lanham,	Thomas Lawrence,
W. F. Lee,	Myrtle Ledin,	Percy Ledin,
Robert Lewis,	Emma Lewis,	Mrs. E. W. Ledin,
Dena Lewis,	Beulah Lewis,	Oliver Lewis,
Katie Lewis,	Martin Lucas.	

M

Albrt Martin,	Lou Martin,	Mary Martin,
Ellen Martin,	George Martin,	Pearl Martin,
Alacy Martin,	W. J. Martin,	Blanche V. Martin,
W. C. McAnally,	Fern McDonald,	W. H. McCluskey,
M. M. McDonald,	W. M. McCann,	Mrs. Bailey Miller,
Hugh Miller,	Guy Mount,	Fay Mount,
Eugene Mounce,	W. L. Motsinger,	Freeman Motsinger,
Hobart Motsinger,	Minnie Motsinger,	Lawrence Motsinger,
J. W. McKinney,	Harvey McKinney.	A. A. Moore,
Dee Mount,	E. W. Mount,	Mrs. E. W. Mount,
Jane Rose Mount,	Clyde Millhorn,	Mrs. W. L. Motsinger,
Olive Mount,	Blanche Mulvey,	Charity Motsinger,
Anna B. Mulvey,	Mrs. J. L. Mulvey,	Jewel Murray,
Mrs. M. E. Murrie.		

N

Rufus Neely,	George Neely,	Joseph Neely,
Nannie Neely,	Dona Newton,	Iilda Nolen,
Mabel A. Nolen,	Floyd H. Nolen,	Mary E. Nolen,
Irvin Nolen,	John Nolen,	Sigel Nolen,
Chloe Norman,	M. H. Norman,	Jessie Nunn,

O

Joe R. Odum,	James O'Keef,	Dollie Organ
Harrel Oshel,	Clyde Oshel,	Alletha Osburn,
Mrs. Tom Osburn,	Virgie Osburn,	Rachel Osburn,
Maude M. Ozment,	Ariel Ozment,	C. B. Ozment,
M. Ozment,	Maude Ozment,	Charles Otey,

P

Myrtle Pankey,	Ella Pankey,	Mrs. J. G. Parmley,
J. M. Pankey,	Nellie Pankey,	D. B. Parkinson,
Mabel Parks,	Ethel Parks,	Robert Parks,
R. T. Parks,	Philip Parks,	Alice Parks,
Marie Parks,	Trecia Parks,	H. M. Parks,
Melvin Parks,	Oma Parks,	Oscar Parks,
Rutha Parks,	Lela Parks,	Lina Peebles,
J. W. Peebles,	M. J. Penninger,	Mary C. Penninger,
L. C. Penninger,	Mary Penninger,	Dora Pittman,
J. H. Pittman,	Claud Pittman,	Maurice Potter,
W. O. Potter,	Mrs. W. O. Potter,	Lucile Potter,
Eloise Potter,	Fred L. Perry,	Carl Pearson,
Floyd Powell,	George Pride,	D. N. Pritchett,
L. B. Pulley,	Mrs. L. B. Pulley,	Helen Pulley,
Mina Pulley,	T. L. Pulley,	Verna O. Pulley,
E. E. Pulley,	Mary E. Pulley,	Milton Pulley,
Hazel Pulley,	Elmer Pulley,	F. G. Pulley.
Mrs. F. G. Pulley.		

R

Mrs. M. Reiner,	Ollie Rice,	Ella Rice,
J. L. Ridgway,	Cordelia Ridgway,	Cecile Rice,
C. C. Roper,	Mrs. C. C. Roper,	S. L. Roper,

Lois Russell,	Velma Russell,	Mrs. S. L. Roper,
Verna Russell.		

S

E. H. Scobey,	Mrs. Ada Shaw,	Mildred Sherley,
Aline Simmons,	Frank Simmons,	C. E. Simmons,
James F. Simmons,	Mrs. C. E. Simmons,	Mrs. James Simmons,
Naoma Simmons,	Troy Simmons,	J. C. B. Smith,
L. H. Smith,	J. T. Smith,	R. C. Smith,
V. L. Smith,	Julia C. Smith,	A. E. Somers,
Ed M. Spiller,	Roy E. Stiff,	M. N. Swan,

T

G. D. Tate,	Mrs. G. D. Tate,	Felix Tanner,
Helen Tanner,	W. A. Thomas,	Almedia Thomas,
Elmer Thompson,	Orman Thorne,	Eliza Thornberry,
W. F. Tidwell,	Mrs. W. F. Tidwell,	Mrs. S. L. Tidwell,
J. V. Trammell,	Pearl Trammell,	Clara Trammell,
T. F. Trammell,	Mrs. T. F. Trammell,	A. L. Turner,
Walter Turner,	Bertha M. Turner,	Luther Turner,
Millie Turner,	Ada Tyler,	Glendon Tyler,
Eva Tyler.		

U

Blanche Underwood

V

Leah Vance,	Stella Vance,	Amy Van Cleve,
James Van Cleve,	Ophelia Van Cleve,	S. J. Van Cleve.

W

Mrs. Emma Ward,	Paul Wall,	George Wise,
Barbara Wilhelm,	Ethel Womack,	J. W. Womack,
Murray Womack,	Mrs. J. W Womack,	Pearl Wright,
Steele Wright,	Mabelle Wright.	

MY GRADUATES
Crab Orchard Academy,

Class of '92.

W. W. Black, A. J. Fleming, E. C. Huddleston, F. C. Parks,
Robert Parks, J. L. Potter, W. O. Potter.

Class of '93.

Fannie Ozment, R. L. Parks, A. L. Stallings, J. R. Steele, M.
R. Tidwell, Walter Turner.

Class of '94.

William Beavers, Mary Crossley, Gazelle Fowler, Marshal
Ozment, S. M. Fowler, Maud McDonald, S. T. Motsinger, L. L.
Fowler.

Class of '95.

E. A. Brewer, Hubert Corder, R. S. Fuller, W. L. Motsinger,
Samuel L. Roper, Wyatt T. Scobey, M. N. Swan, Bertha Tate.

Class of '96.

S. T. Thompson, J. T. Black, Iva Bullock, W. F. Tidwell, R.
O. Clarida, Dana Abney, George McClain, Rad Burnett, G. R.
Brewer, Stella King, Stella Fowler, Gus H. Turner, A. G. Beam,
George Roberts.

Stonefort, Ill.

Class of '99.

Minnie Trammell, Portia Goe, Cynthia Trammell, Cora Lewis,
Leora Bozarth, T. E. Youngblood, Cortez Osburn, Roy Holmes,
Link Motsinger, Wesley Stafford.

Carterville, Ill.

Class of '03.

Sada Campbell, Fred Walker, Caesar Ferrell, Turner Harris,
Clara Perry, Turzah Carver, Fred Nichol, Maggie Winning.

Creal Springs, Ill.

Class of '06.

Marbie Lane, W. H. Schaefer, Winnie Harris, Calvin Gillespie,
Harry Patterson, Fred Taylor, Ora Chamness, Clara Dugger,
Roscoe McNeil, Ethel Proctor, Harry Miller, Nellie Schaefer,
Fred Shoemaker.

Creal Springs, Ill.

Class of '08.

Roy Barnwell, Julia Fairless, Florence Lannom, Elsie Ford, Gladys Henry, Sophia Gibson.

Class of '08.

Spring Term.

Edith Cummings, Verna Dugger, Virtus Brown, Joe Lauderdale, Joe Dugger, Earl Brogdon, Ruth McInturff, Amos Taylor, Ora McMahan, Della Schafer, Osmond Cosby, Ruth Jones.

Stonefort, Ill.

Class of '10.

Anna Mulvey, Beatrice Connor, Margaret Connor, Mabel Anderson, Olive Blackman, Raymond Ledin, Robert Parks.

Class of '14.

Fay Mount, Blanch Mulvey, Myrtle Ledin, Ruth Van Cleve, Cecil Rice, Ralph Pulley, Harry Craig, Elmer Pulley, Steele Wright.

Class of '16.

Joe Johnson, Virgie Osburn, Flora Keaster, Ophelia Van Cleve, Fern Blackman, Ada Tyler, Genevieve Blackman, Bessie Craig, Ellen Martin, Verna O. Pulley, Maria Joyner, Twanette Joyner, Elvis Holmes, Alden Deaton.

Carrier Mills, Ill.

Class of '18.

Topsy Carrier, Iona Brothers, Afton Organ, Jesse Harris, Loren Whiting, Orval Lenhart, Lois Russell.

Class of '19.

Archie Jones, Charles Miller, Marie Pulliam, John L. Taborn.

Class of '20.

Bessie Harris, Maude Cunniff, Beulah Miller, Leonard Harris.

MISCELLANEOUS

The following miscellaneous subjects pertaining to

the process of cave making are taken from my little volume, "Wonders of The Great Mammoth Cave of Kentucky," published in 1912 after an extensive visit and exploration of this marvelous underground world.

GEOLOGICAL.

In order that the reader may have a better understanding of the processes by which great caves have been formed, a brief sketch of the geological processes by which the earth's crust has been formed seems necessary, the two processes being only different phases of the same forces. In this brief sketch only a few of the leading facts connected with these processes can be given.

Geology is the science which treats of the rocks composing the crust of the earth, of their composition and structure, how they were originally made, and how they have been modified to bring them to their present condition. Historical geology is the phase of geological science which considers the stratified rocks in their regular chronological order, and the progress and advance of animal and vegetable life upon the earth's surface as recorded by the fossil remains found in different strata of the rocks.

The geologist studies the natural changes that are now taking place on the earth's surface, and the causes which bring them about, in order that he may understand more clearly the changes that have occurred in the past. In this way he becomes familiar

with all the agencies that have fashioned the face of our planet in its present variety of forms, and he is now able to read with much accuracy the history of the earth and the successive forms of animal and vegetable life as they appeared upon it, and their evolution from primitive types to their present forms of perfection.

The rocks of the earth's crust are of two general classes,—igneous and sedimentary. The igneous rocks are composed of different materials but are all of volcanic origin, having been ejected at different periods of the earth's history. The sedimentary rocks always occur in layers or strata, and for this reason are generally called stratified rocks. In their origin the stratified rocks are either aqueous,—formed by the action of water; aerial,—formed by the action of air; chemical,—formed by chemical action, or organic,—formed from vegetable or animal matter. The latter two of these are the ones mostly involved in the making of the great caverns of the earth, of which the Mammoth Cave is greatest.

AGE OF THE EARTH.

The age of the earth, since stratification began, may be estimated with some degree of accuracy by observing the rate of sedimentary deposit in the sea. This rate of deposit has been estimated by the best geologists to be about one foot in every twenty-five hundred years. As the thickness of the stratified rocks of the earth's crust, including all the different

formations at their greatest thickness, is perhaps forty miles, the time necessary to produce these formations must reach back hundreds of millions of years.

GEOLOGICAL DIVISIONS OF TIME.

The following is the division of geological time adopted by most geologists: Four grand division of time, called eras, are divided into ten periods, and these periods in turn are divided into a varying number of epochs.

In this division it should be remembered that the largest assemblages of rock formations are called groups, and divisions of time during which they were formed are called eras. These groups are subdivided into ten systems, and the divisions of time during which the systems were formed are called periods. The systems are subdivided into various series, and the corresponding divisions of time are known as epochs. The name given to each essemblage of formations is also given to the corresponding divisions of time. Thus we speak of the Paleozoic group of rocks, meaning a certain assemblage of formations very similar in their organism; and of the Paleozoic era, meaning the time during which they were deposited. In the same way we speak of the Silurian rocks and the Silurian period, of the Permian rocks and the Permian epoch.

THE AZOIC GROUP.

The Azoic group comprises the oldest of the known

sedimentary or stratified rocks, and mingled with these are great quantities of igneous rocks. Many of the best modern geologists hold the theory that these igneous rocks, when in a molten state, were intruded among the sedimentary rocks through crevices and breaks caused by internal forces. The upper part of this group, which is sometimes called the Algonkian group, is composed of more clearly defined stratified rocks than the lower part, which is sometimes called the Archean group. The upper part of the Azoic group is partially exposed to view in some parts of the Lake Superior region, and especially in the deep gorges of the Grand Canyon of the Colorado. The greatest deposits of iron and copper ore are found among the upper rocks of this group. Only a very few of the slightest traces of vegetable or animal fossils have been found among the rocks of the group, and these are of the crudest primitive kind; and for this reason the name Azoic (without life) has been given to this group. The old names Archean and Algonkian are still used by some geologists.

THE PALEOZOIC GROUP.

The Paleozoic group rests next above the Azoic. The time required to deposit these formations, although much shorter than the Azoic, must be reckoned in millions of years. During this era there was a marked advance in life organism, both animal and vegetable, as shown by the fossil deposits, more than five hundred species of

invertebrates being represented.

The Paleozoic formations are arranged in five systems, in the following order: Cambrian, Ordovician, Silurian, Devonian, Carboniferous. The first three of these systems are sometimes called the older Paleozoic, and the last two the later Paleozoic.

THE CAMBRIAN SYSTEM.

The rocks of the Cambrian system are widely distributed over nearly all of the American continent, although the outcrops are limited to rather small areas. Coarse sandstones, shales, and heavy beds of limestones form the principal deposits.

THE ORDOVICIAN SYSTEM.

The Ordovician rocks are located immediately above the Cambrian system, and as the two systems are closely united, it is certain that no great internal forces were in action during their formations. The fossil remains of the Ordovician rocks show that great advances had been made in both animal and vegetable life.

THE SILURIAN SYSTEM.

The Silurian rocks are evidently of shallow-water deposits, and in some places reach a total thickness of several thousand feet, while in other places the formations are only a few feet in thickness. The region of the Mississippi valley was covered with a rather shallow and quiet sea during the Silurian period, and this sea was well adapted to the formation of limestone, as it was surrounded by low lands

from which it received little waste. It was during this period that the blue limestone formations were deposited through which the solvent waters have carved the great Mammoth Cave. Animal and vegetable organism advanced very rapidly during the Silurian period.

THE DEVONIAN SYSTEM.

The rocks of the Devonian system rest conformably upon the Silurian system, and this closely related position testifies that no great uplifts of the continents, or mountain-making forces, occurred during these formations. The rocks of this system consist principally of sandstones, shales, and limestones. Numerous vertebrate animals appeared during this period, and these are doubtless the ancestors of all the swarming hosts of the vertebrates of to-day. Vegetable life also made great advances during this period, and we here find the fossil remains of extensive and luxuriant forests for the first time.

THE CARBONIFEROUS SYSTEM.

The Carboniferous system rests above the Devonian, and as the strata of the two systems conform to each other rather closely, it is evident that no great physical disturbances occurred during these formations. The conditions for the formation of vast coal deposits were extremely favorable during this period, and it was at this time that the great coal beds of our own country originated.

During this period the climate was very warm, and

the surface was shallow water, or a marshy plain. Extensive and luxuriant forests of a tropical nature, dense undergrowths, vast jungles of carboniferous ferns, and immense thickets of various other coal-producing plants all continued to accumulate for hundreds of thousands of years upon this low, marshy plain. The sediments from this shallow water continued to accumulate and cover these deposits, and when the surface was emerged from the sea this sediment overlaid the vegetable deposits at variable depths. During the vast lapses of time that have intervened since these deposits, chemical action has changed them into bituminous and anthracite coal. Animal life made as great advances during this period as did the vegetable. This system includes three distinct series,—the Mississippian, the Pennsylvanian, and the Permian,—and the principal deposits, besides the coal, are sandstones, limestones, shales, and fire clay.

THE MESOZOIC GROUP.

The Mesozoic group is next in order above the Paleozoic, and the time required for this formation was much shorter than the Paleozoic era, yet it extends through millions of years. There are three systems comprised in the Mesozoic group,—the Triassic, the Jurassic, and the Cretaceous.

THE TRIASSIC SYSTEM.

The rocks of the Triassic system are different varieties of sandstone, and contain no sea fossils. The

formations are about one mile in thickness, and some of the layers are ripple-marked, and contain tracks of reptiles.

THE JURASSIC SYSTEM.

The rocks of the Jurassic system are next above those of the Triassic, and are chiefly shale and slate, intermingled with various lava deposits in many places. These are exposed to view in numerous places in the Sierra Nevada Mountains.

THE CRETACEOUS SYSTEM.

The rocks of the Cretaceous system are principally limestone, and they reach a thickness of more than a thousand feet in many places. These limestone rocks rest directly on the formations of the Jurassic system, but in a few localities where no Jurassic formations occur they rest unconformably on the Triassic sandstones.

During the era of the Mesozoic formations there was a more marked advance in animal life than during any previous era. It was during this time that some of the most wonderful animals of land and sea flourished. Petrified and fossil remains of these great monsters of the sea and flying dragons of the air are frequently found among the deposits of this era. It was during this era that the first uplifts of the Rocky Mountains and the Cordileras occurred.

THE CENOZOIC GROUP.

The formations of the Cenozoic group comprise the uppermost strata of the earth as it exists to-day.

The rocks of this group rest unconformably upon those of the Mesozoic group. This unconformable condition is the result of the physical disturbances that occurred during this time. It was during this era that the higher orders of animals appeared, and for this reason the era is sometimes called the Age of Mammals. Vegetable life made as great advances during this era as did animal life, and included most of the genera of the present. The Cenozoic era comprises two periods,—the Tertiary and the Quaternary.

THE TERTIARY PERIOD.

The rocks of the Tertiary period are principally limestone, sandstone, and shale. The strata are found in the lowlands of the Gulf states, the narrow coastal plains of the Atlantic, the valley of the Columbia river, and the valleys about Puget sound. But in Utah and Colorado the same strata are found more than five thousand feet above sea level, showing that uplifts occurred during this period. The fact that Tertiary limestone, which is of marine formation, is found near the summits of the Alps, the Pyrenees, the Caucasus, and the Himalayas, is evidence that these lofty mountains received most of their uplift during the Tertiary period.

INTENSE VOLCANIC ACTION.

The period was also noted for violent and intense volcanic action on all the continents. In North America most of the western basins were filled with lava flow from the numerous active volcanoes, many

of these lava beds being five thousand feet in thickness. Historic Vesuvius, then a submarine volcano, broke forth for the first time, and with short intervals of inactivity has remained an active volcano. Since its first eruptions, the mountain-making forces have raised it to its present height.

THE QUATERNARY PERIOD.

The Quaternary period, the last one of geological history, began with the appearance of the higher order of mammals that exist to-day, and extends to the present time. It was within this period that man, the crowning glory of God's creation made his appearance on earth. This period is divided into two distinct epochs,—the Glacial and the Recent.

THE GLACIAL EPOCH.

The hot tropical climate of the Mesozoic era and the milder climate of the Tertiary period had now passed away. These climates were followed by a succession of frozen ages during which all of the northern parts of North America, and much of Europe, were covered with immense ice sheets, similar to those that cover Greenland to-day.

GLACIAL ACTION.

As these vast glaciers moved slowly over the face of the earth they cut and carved the surface in various ways, ground the rocks to pieces beneath their great weight, filled up valleys and waterways, changed the courses of rivers, and left great hills of waste in their course in the form of

drumlins, moraines, terraces, and many other formations that exist at this day.

When the climate again modified and these ice sheets melted away, they left the surface deposits somewhat as they are found to-day. By a careful study of the records in these deposits of drift we may read the history of the Glacial epoch with as much accuracy as we read the history of former epochs by their fossil deposits in the rocks.

THE RECENT EPOCH.

The gradual melting of the great ice sheets of Europe and North America ended the Glacial epoch, and quietly ushered in the Recent epoch, which reaches from that time to the present. The time required for these vast fields of ice to entirely disappear was so infinitely great that the two epochs gradually blend into each other.

It has been during the Recent epoch that the greatest advances in the world's history have occurred. Man has advanced from his primitive state of barbarism and savagery to the highest attainments of social, moral, and religious life. His achievements are so wonderful, his powers so extensive, his possibilities so nearly unlimited that he bears marks of kinship to Him in whose image he was created; and to learn of his progress and wonderful works on earth, geology gives way to history.

CAVE-MAKING.

From the preceding brief sketch of the processes

by which the earth's crust has been formed, the reader may readily understand the processes by which great caverns are made. These great caverns are formed only in localities where conditions are favorable for cave-making. Kentucky occupies a portion of the largest cave region known to the world to-day. This extensive region of caves, sink holes, and subterranean streams, extends far into Indiana on the north, and throughout the greater portion of Tennessee on the south, a portion of it even extending into Georgia, where, at the foot of the Raccoon Mountains, is located the great Nicojack Cave. Within this cave region are located many of the largest and most beautiful caverns of the world, the most wonderful of them all being the famous Mammoth Cave in Edmondson county, Kentucky.

NECESSARY CONDITINOS.

One of the most essential conditions for extensive cave-making is the presence of limestone rocks. The oolitic limestone, through which the avenues and channels of the Mammoth Cave have been carved, was deposited during the Silurian period, when the sea covered this part of the continent. This limestone was formed from the calcareous, powdered particles of corals, marine shells, and other similar animal remains. As it contains large quantities of lime carbonate, it yields readily to the solvent action of water, and for this reason is sometimes called "cavern limestone."

KASKASKIA SANDSTONE.

Just above the limestone, in most places in the vicinity of the cave, is a rather hard, compact layer of Kaskaskia sandstone. As this sandstone does not yield to the chemical action of water, it forms a kind of protecting roof above the limestone, and prevents the free passage of surface water to the limestone beneath. This impervious roof of sandstone has greatly retarded the cave-making process, and has, to a great extent, modified the formations within the cave.

SOLVENT ACTION OF WATER.

When rain water falls on the surface it gathers into itself great quantities of acids,—principally carbonic,—from the air, the soil, and decaying vegetable matter. With this additional solvent power the water seeps downward to the limestone strata, through any natural openings or passage ways, and immediately begins its attack on the solvent oolitic limestone rocks. The work of erosion is rapid or slow according to the condition of the rocks on which the water acts, the oolitic limestone being the most easily dissolved.

FORMING CHANNELS.

As the limestone is eaten away, channels begin to form through which the water can pass more readily. Through these channels—very small at first—the water continues to pass, carving them wider and deeper, and carrying with it the mineral burden taken from the solvent rocks, until it has found or made a place

of exit, and usually emerges at the foot of some hill, or in the channel of some river, as a clear, running spring, sometimes of enormous size. The process is continued throughout countless ages, until the whole limestone region becomes honeycombed with cavern channels passing in all directions, and of various forms and sizes.

STALACTITES.

While the chemical action of the water is constantly enlarging the avenues in all the wet regions of the cave by erosion, it is at the same time filling them up at certain places by a different process. In the higher levels of the cave, where the water from the surface can reach the avenues more easily, great clusters of stalactites and stalagmites are being formed, some of them of immense size and of great beauty. As the water filters down through the limestone above, it becomes laden with mineral substances,—principally gypsum in various degrees of purity. As this mineral water drips from the walls and ceiling of the cave, each drop deposits a portion of its mineral burden, forming inverted, pendant cones, similar in form to the icicles made by dripping water in the winter, and these formations are called stalactites.

STALAGMITES.

When the water has deposited a portion of its mineral burden on the lower tips of the stalactites, it falls to the floor beneath and forms deposits of the same material, but usually a little thicker and not so pointed, and these are called stalagmites. These stalactites and stalagmites continue to grow, the

stalactites downward and the stalagmites upward, until they sometimes meet and form immense columns or pillars, as if to support the limestone ceiling above. Among columns of this kind are the three pillars of the Bridal Altar, the Post Oak Pillar, the Pillar of Hercules, the Lone Sentinel, the beautiful Jenny Lind Armchair, and numerous others throughout the upper levels of the cave. The largest formation of this kind within the cave is Serena's Bower, which completely closes the avenue just beyond Croghan's Hall, terminating the cave in that direction.

DRY AND WET REGIONS.

In many regions of the cave the avenues and chambers extend for miles in a perfectly dry condition. In these dry regions the process of cave-making has ceased entirely, and if never disturbed by any forces that will turn the water into them again, these regions will remain until the end of time just as they are to-day.

In many other regions in the cave the waters are still at work, forming stalactites and stalagmites, cutting into the limestone walls, and channels, changing the size and form of the avenues, chambers, and galleries of the cave, just as it has been doing through the countless years since the cave began its formation. It will be for remotely future ages to witness the final form, size, and fashion of this, the largest and most sublime of nature's subterranean wonders.

EDITORIAL DEPARTMENT

CHAPTER XIII

GREETING—HIGHER IDEALS—SPIRIT OF INVESTIGATION—BOOT-
LEGGING—THE GREAT EMANCIPATOR—FITZHUGH LEE—THE
GATES METHOD—OUR SCHOOLS—MEMORIAL DAY—THE MOD-
ERN NEWSPAPER—EDWIN C. HEWETT

EXPLANATORY.

THE editorials in this department are from "THE INDEPENDENT," a newspaper that I established at Johnston City, Ill., March 10, 1905, and of which I was editor for more than two years.

GREETING:

When a new paper is launched for public favor it is generally expected that the publisher make a statement relative to the purposes and policy of the paper. To meet this expectation of the public we give the following as a brief outline of our policy:

First of all the INDEPENDENT will be a neat, clean, newsy, wide-awake and up-to-date paper in every particular. Nothing of an unclean or degrading tendency shall have a place in its columns; but only such matter as will have an elevating influence and suited for the most refined homes.

The INDEPENDENT, as its name indicates, will be independent in politics. It is true the editor has very positive political convictions. The privilege of exercising political and religious freedom is guaranteed by the constitution, and is a privilege that we hold as sacred. In our political convictions we have never wavered, and would not surrender or sacrifice them under any circumstances or for any consideration. Yet we believe that a local newspaper can accomplish more for the good of the community and the public by keeping clear of political wrangles and discussions, and by using its influence in promoting that which is of a more elevating, refining and uplifting nature.

The INDEPENDENT will always be an advocate of all that is for the improvement and advancement of the interests of our country, our community, and for Johnston City in particular.

We will always stand for the advancement of the cause of education and the improvement of our schools and our school system. We will uphold the principles of Christianity, and do all we can to raise the standard of morals among the youth of our country.

The INDEPENDENT will always be a friend to the just causes of labor, and will gladly assist in bringing about a betterment of their conditions.

Finally, we ask for your support and patronage only as we merit it. If our paper is not worthy of

your support we can not expect you to assist us. If we give you a good, clean, newsy paper we can reasonably ask and expect your support in the way of advertising and in helping us to increase the circulation of the paper.

HIGH IDEALS, March 17, 1905.

In a speech delivered before the American Tract Society last Sunday President Roosevelt made the following plea for the establishment of higher ideals:

"One of the best things done by this society, and by kindred religious and benevolent societies, is supplying, in our American life today, the proper ideals. It is a good thing to have had the extraordinary material prosperity which has followed so largely on the extraordinary scientific discoveries alluded to by Justice Brewer, if we use this material prosperity aright. It is not a good thing, it is a bad thing, if we treat it as the be-all and end-all of our life.

"If we make it the only ideal before this nation, if we permit the people of this Republic to get before their minds the view that material well being carried to an even higher degree is the one and only thing to be striven for, we are laying up for ourselves, not merely trouble, but ruin.

"I, too, feel the faith and hope that have been expressed here today by the vice president and the secretary of the society; but I feel so because I believe that we shall not permit material well-being to be-

come the only ideal in this nation, because I believe that more and more we shall accustom ourselves to looking at the great fortunes accumulated by certain men as being nothing to themselves, either to admire, to envy or to deplore, save as they are used well or evil."

SPIRIT OF INVESTIGATION, March 31, 1905.

For the last few years there seems to have been a spirit of investigation sweeping through the land. This investigation has not been confined to any particular line, but has been general in its extent.

The government itself has had more of the work of investigation than usual. The post office frauds of different kinds have received the attention of congress and have revealed many sensational events.

The railroads and beef trusts have received a share of government attention, and the investigation is still on. Even the policy of the Isthmian canal has been questioned and investigations have been set on foot to reveal the true conditions of the enterprise.

More election frauds and boodling cases have been investigated and brought to light in the past few years than in all the history of our country before. These frauds reached their culmination in the celebrated cases around St. Louis, so thoroughly investigated and prosecuted by Circuit Attorney Joseph W. Folk, the effects of which placed him in the governor's chair.

The long and tedious deliberations on the charges against Admiral Schley, one of our greatest naval heroes, was in response to this spirit of investigation.

This spirit is not confined to international, national or state affairs, but comes nearer home to us and effects even our domestic surroundings. When young men or young women apply for positions of any kind their fitness, ability and characters are thoroughly investigated before these positions are given to them.

It is perhaps a question with some whether or not this spirit of investigation has been carried to an extreme. But viewed from a reasonable standpoint it would seem that the object is not to investigate for the purpose of showing or finding a bad condition of things, but for the purpose of finding a remedy for these bad conditions. With this for the object of these investigations we can only say, let them go on.

BOOTLEGGING, April 14, 1905.

Pete Ross was taken before Judge Neely Saturday on a charge of selling intoxicating liquors unlawfully. Ross entered a plea of guilty, and Judge Neely imposed a fine of one thousand dollars. The judge then ordered that Ross be taken to jail and kept there until the fine be paid in full.

This act of Judge Neely is to be commended by every law abiding citizen of our land. As long as violators of the law are allowed to perpetrate their

crimes and go free upon paying a light fine or other small penalty, so long will the laws of our land be disregarded.

THE GREAT EMANCIPATER, April 21, 1905.

More than forty years have passed since the tragic death of Abraham Lincoln, yet his greatness shines forth today with more brilliancy than ever before. As the years pass by we realize more and more the greatness of the man.

The whole American people cherish his memory with a reverence that is almost sacred. We adore him for the kind, gentle and Christian spirit that he possessed, for his devotion to duty, and for his lofty patriotism. In all the public acts of his life are visible the sentiments of his famous "With charity for all, with malice toward none."

Surely he has left behind him "footprints on the sands of time" that will never grow dim nor fade away.

FITZHUGH LEE, May 5, 1905.

The death of Gen. Fitzhugh Lee last Friday night removed one of the brightest lights of the celebrated Lee family of Virginia. He was a grandson of "Light-Horse Harry" Lee of Revolutionary fame, and a nephew of Gen. Robert E. Lee, the noted Confederate leader.

General Lee has been connected with the history

of our country for half a century. After his graduation from the United States military academy in 1856, he took an active part in the Indian wars of that day and on one occasion was severely wounded.

At the opening of the Civil War General Lee cast his lot with the Confederacy, and by his military ability rose rapidly until he reached the rank of major general. He was with his uncle, Robert E. Lee, at Appomatox and witnessed his surrender to General Grant. The magnanimous manner in which Grant received the surrender of Lee's uncle made a lasting impression on him of which he often spoke.

He was sent as Consul General to Havana by President Cleveland at a time when the very highest order of statesmanship was demanded. President McKinley saw the great need of his services and retained him during his administration until war was declared between Spain and the United States. General Lee took a deep interest in the welfare of the Cubans and did more perhaps than any other in bringing about their freedom. With the Cubans his memory will last forever and the influence of so noble a character will never die.

The funeral chimes had scarcely died away from the burial of Gen. Fitzhugh Lee before steps were taken to organize an association for the purpose of erecting a suitable monument to perpetuate his memory. The monument is to be erected at Richmond, and will be of gigantic size and of the most durable

granite. Another monument more imposing than this has already been erected to his memory. It is in the hearts of the American people, and was erected by Gen. Lee himself. It is not composed of marble and granite, but of the exalted character and noble life of the man, and will endure when the marble shaft has crumbled to dust.

THE GATES METHOD, May 5, 1905.

The recent heavy losses of John W. Gates in the wheat market have been followed by other losses of even greater magnitude. Recent developments in the Milwaukee bank defalcation have brought to light many things that go to show the gambling tendency of Bigelow, the defaulting bank president.

The Gates method of gambling on the wheat and stock markets is no less a method of gambling than that which is carried on in the lowest dives of our cities, and ought to receive the same censure.

This method of dealing is not only gambling of the worst class, but it often leads to outright theft. In the Bigelow case he took the money that belonged to the bank and used it in gambling on the wheat and stock markets. Losing heavily on all deals, he stole more money from the bank and lost it in the same way.

Finally his losses became so great that he saw no hopes of escaping detection, and he confessed his guilt. This confession carries with it an acknowl-

edgement that he is a thief, a gambler and a forger. A thief because he took the money from the bank; a gambler because he used the money in buying wheat and stocks by the Gates method, and a forger because he made false entries on the books of the bank to conceal his crime.

OUR SCHOOLS, May 12, 1905.

The public school system of our great state is something of which every citizen should be proud. It was the aim of the founders to provide a system of schools that would furnish sufficient opportunities for every boy and girl of the land to obtain a good, practical education.

It is true that our school system contains many deficiencies that ought to be remedied, and it seems that our legislation along school lines is not up to the demands of the present, yet a great deal is being done to better the conditions from year to year.

There appears to be a demand for a change relative to the compulsory attendance law. This law has been on the statute books for a number of years, but has done but little toward securing good attendance. The failure has been owing to the fact that the law has not been properly enforced.

It would be much better to repeal the law and take it entirely off the statute books than to let it remain as a law and not enforce it. There is scarcely a boy or girl of school age but what knows there is such a

law in existence. They also know that the law is disregarded by the authorities in not requiring attendance at school. This lack of complying with the law on the part of the proper authorities is one way of teaching the pupils themselves to disregard law and authority.

It is true that this law has some objectionable features that could be remedied to a certain extent, but this is no reason why it should be disregarded. The law should either be enforced or repealed. If the law is a good one it ought to be enforced for the good that it will do. If it is a bad one it ought to be enforced in order to show its bad features and cause its repeal.

PHILIPPINE SCHOOLS

Prof. J. M. Gambill, who recently returned from the Philippine Islands where he has been serving as teacher and superintendent of schools for the past four years, visited the INDEPENDENT office Monday and, by request, gave a very interesting account of the Islands.

As but little is known by our people in general about what our government has done in the way of establishing schools in the Islands, we give this account of the matter from information furnished us by Prof. Gambill.

ORIGIN

The first schools were organized by the military department, which had control of the affairs at the

close of the Spanish-American war. The teachers were selected from among the soldiers and were detailed to teach in the schools that could be established, until the civil authorities could make more permanent arrangements for the establishment of necessary schools.

A few native teachers were selected to assist in the work of the schools, and considerable good had been accomplished when the first regular teachers, sent by our government, arrived to take charge of the schools.

DIVISIONS

The Islands are divided into twenty-six districts, called divisions, besides Manila, which alone forms a division, making twenty-seven in all. These divisions are formed and located so as to furnish the greatest convenience to the pupils who attend the schools—some of the smaller islands alone forming separate divisions.

SUPERVISION

The general supervision of the school is under the general superintendent, who resides at Manila, and whose duties are similar to the duties of our state superintendent of schools.

Each division is in special charge of a division superintendent whose duties are to communicate with the general superintendent at Manila, to organize schools in his division, to superintend the building of schoolhouses, to appoint and fix the salaries of all native teachers in his division.

The division superintendent is held responsible for the proper use and care of all school books, apparatus, and other school property—it being furnished by the government.

SCHOOL AGE AND POPULATION

The school population is very large, and but few had enjoyed school privileges until our government took control of affairs. The only schools that had existed before were the few parochial schools that had been established during the reign of the Spanish government. There is no limit to the school age, the pupils being allowed to enter school at any age and remain as long as they desire. However, they do not usually enter earlier than at the age of seven or eight years, and have some tendency to leave school before completing the courses of study now in use.

SCHOOL REVENUE

The school revenue is raised by taxation, and is derived from two sources—one fourth of one per cent. of all real estate, and a certain per cent. of the tax derived from the internal revenue system. These two sources are sufficient to meet all necessary expenses under the present conditions of the schools.

THE SCHOOL YEAR

The school year consists of forty weeks of actual school work, giving twelve weeks of vacation. A vacation of ten weeks is given during the rainy season, which occurs on most of the islands during April, May and a part of June, and the other vacation of

two weeks is given at the Christmas holidays.

COURSE OF STUDY

The courses of study provide for the same branches that we have in our schools, and include primary, intermediate and high school departments.

The primary department includes the work of the first, second and third years; and the intermediate department includes the work of the fourth, fifth and sixth years; and the high school, the work beginning at the seventh year and extending through four years.

Classes will be formed this year in some of the divisions to do work in the first year of the high school, while other divisions have not reached that point yet.

IMPROVEMENTS

The government is making preparation for organizing schools of special work for the pupils who finish the work of the high schools.

These special schools will include methods of teaching, nautical instruction, medicine and law. The great need of medical schools is emphasized by the unhealthful climate and the scarcity of physicians.

MANUAL TRAINING

Within the last year many schools have been opened up for the purpose of teaching different lines of manual labor—including agriculture with landscape gardening, blacksmithing, and carpentering. Considerable stress is being placed on landscape gardening and a model house is being built for this purpose.

SCHOOL BUILDINGS

Some of the buildings are of peculiar construction, with thatched roof and wooden sides—others are more modern frame buildings, and a few are built of stone.

The number of buildings is not sufficient to accommodate the large number of pupils who attend without over crowding the schools. This crowded condition of the schools will be relieved rapidly by the erection of more buildings.

FURNISHINGS

Some of the schools are furnished with American-made desks, others by desks made by native carpenters. The schools are furnished with book-cases, libraries, maps, globes, charts, blackboards and other necessary apparatus. Every schoolhouse has an American flag and the children are taught to admire the "Stars and Stripes."

BOOKS AND LANGUAGE

The books are furnished by the U. S. government, were printed in America in the English language, and are required to be taught in the English language.

When pupils first enter school a small amount of native language is allowed to assist them in learning English words, but this has not proven to be the best plan. Mr. Gambill, whose experience as superintendent has given him ample opportunity for observation, states that the best results have been

obtained by teachers who allow the least amount of native language by the pupils.

SALARIES

Promotions are made and salaries are increased under the civil service rules, as the teachers prove themselves proficient and worthy.

The salaries of the native teachers vary from \$5 to \$50 per month, the majority not receiving more than \$15. These salaries are fixed by the division superintendents.

The division superintendents receive from \$1,600 to \$3,000 per school year, while the American teachers receive from \$900 to \$1200 per year.

APTNESS OF PUPILS

Many of the pupils are very apt in all of their studies, but the per cent. of dull pupils is somewhat larger than in our country. This dullness is confined mostly to the lower classes, and is perhaps attributable to poor food and other unfavorable conditions.

The Philippine government is sending forty of its best pupils annually to enter our best American schools. Nineteen of these are now in the University of Illinois, four of whom were Mr. Gambill's pupils.

Mr. Gambill has served the past four years as teacher and division superintendent in Pampanga and Bataan division, and will return to his work in August. He is to be congratulated for the work he has done in the schools in the Philippine Islands.

MEMORIAL DAY, May 19, 1905.

It was on May 5, 1868, that Gen. John A. Logan, the greatest volunteer soldier of modern times, issued the first order for the establishment of memorial day. In that order the 30th of May was designated as the time for strewing flowers on the graves of those who had lost their lives in defense of their country.

For many years after the establishment of memorial day greast hosts of returned soldiers would meet annually and visit the different cemeteries for the purpose of decorating the graves of their dead comrades. To-day the scene is quite different.

Time, disease and death have thinned their ranks. Of that vast band of patriots who followed Grant, Sherman and Logan through the battles of the 60's in defense of our flag, only a few are left.

On the annual recurrence of memorial day these few survivors meet with saddened emotion to pay tribute to the memory of those who fought by their side, but who have passed over and answered to the great roll-call beyond. It was the hope of Gen. Logan that this day be observed as long as a survivor of the war remains to honor the memory of his comrades, and this will surely be done.

THE MODERN NEWSPAPER, May 19, 1905.

When we consider the power and influence of the press as an educational factor, we are impressed with the fact that many editors let their papers fall far be-

low what they should be in many important respects.

CLASSIFICATION

Many papers have no classification whatever of the subject matter they contain. They have no regular editorial department, and many of them rarely ever contain an editorial article. It is not uncommon to find locals, general news, correspondence, editorials and other matter all blended together indiscriminately on the same page, without any regard to classification whatever. This scrap-book method of arrangement detracts greatly from the value of a paper, and no progressive, up-to-date editor can afford to give his readers such an unclassified mixture of reading matter.

LANGUAGE

The newspapers go into almost every home in the land, and are read by all the youth of our country. These young people are forming habits in the use of language, and the papers they read are doing a great deal in helping to form these habits. The language of the newspaper therefore should be free from all grammatical inaccuracies or faulty orthography. The following examples selected from an exchange will serve to show the kind of language that is sometimes given to the youth of our country to help them in forming their habits of language:

"There was three dogs used."

"The new depot was formerly opened for business last night."

"The services last night was the best during the meeting."

"There has been 36 additions to date."

"The trainmen realized the situation and run leaving the train."

This unmerciful slaughter of English grammar and orthography is wholly unjustifiable, and should never be allowed to enter into the columns of a paper. Nearly all of our educational institutions have recognized the educational value of newspapers and magazines, and have recommended their use in connection with other reading matter. This recommendation has been made from the standpoint that the papers contain good language, and not such errors as are given above.

EDWIN C. HEWETT, May 19, 1905

Edwin C. Hewett, the veteran educator whose recent death cast a gloom over the entire land, was a man of high and exalted ideas and principles.

More than half a century he had been a beacon light in our educational institutions.

Now that he has crossed the bar we appreciate with a deeper reverence his noble life, and realize the worth of his contributions to the cause of education.

He was a teacher in the Illinois Normal from 1858 to 1876, and was president of the normal from 1876 to 1890. He was the author of several valuable works on educational lines, and was noted for his strong powers as an instructor.

When the end came he passed away gently "like one who wraps the drapery of his couch about him and lies down to pleasant dreams."

The following beautiful poem, written by Mr. Hewett in 1886, is characteristic of the deep religious vein which he possessed:

I know not where those mansions are,
That hands have never wrought,
Those radiant homes whose glories rare
Excel all human thought;
But this I know, when man redeemed,
From sin and sorrow free,
Shall reach his heavenly dwelling place,
There shall the Master be.

I know not what companionship
Shall bless the ransomed soul,
What dear delights of friend with friend
While endless cycles roll;
But this I know, the Friend whose smile
Will make the light of heaven,
Is He who bore our load of sin,
That we might be forgiven.

I know not what the best pursuits
Of heaven's eternal day,
What deeds of love, what thoughts of joy,
Make bright their happy way;
But this I know, no glad employ
The shining hours can fill,
To be compared with praising Christ
And doing his sweet will.

I cannot tell what bodies clothe
The saints in that fair land,
What grace, what beauty, deck their forms,
As near the throne they stand;
But this I know, each shall be like
His Lord, the Crucified;
And when His image I shall wear,
I shall be satisfied.

CHAPTER XIV

THE TEACHER—MEMORIES OF THE GENERAL LYON DISASTER—
LESSONS OF THE FLAMES—DEWEY'S GREATNESS—OUR NA-
TION'S HOPE—OUR TREES—ARBITRATION—PEARY'S ARCTIC
EXPEDITION—JOHN PAUL JONES—GOOD LITERATURE—CROOK-
EDNESS—UNIVERSITY OF ILLINOIS—PEACE SEEMS NEAR—
LAUNCHING THE KANSAS—A FALLEN MAN—ESSENTIALS

THE TEACHER, May 26, 1905.

THE nobleness of the teacher's work and profession is being recognized to-day in a truer light than ever before. This just recognition has been brought about in a very large degree by the excellent work of the professional teacher.

Those who are not professional teachers may be as earnest in their efforts as are the professional teachers, but as teaching has not been their exclusive work they are not able to accomplish as much good as those who have devoted their entire time to the work.

As a rule teachers have been sadly underpaid for their work in the past, but there seems to be a tendency now to give to teachers a better compensation for their services. In a lecture at Temple Israel in St. Louis recently Dr. Leon Harrison, in calling attention to the nobleness of the teacher's calling, said:

"All honor to the teachers. They wear no uniforms,

yet are the real soldiers, fighting tirelessly against ignorance, vice and crime.

"I have buried fair young women that have fallen at their post of duty at the teacher's desk, martyrs to conscience and to their holy task, wasted away by that imperious call that bids the teacher give not only her knowledge, but herself, heart and soul, her whole being, her personality to the children, that its tenderness and beauty and nobleness may suffuse them, and bless them and become theirs.

"Therefore venerate the teacher. All other professions, we are told, arise through the misfortunes of the race. The doctor's through disease; the lawyer's through strife; the minister's through sin; but the teacher's through no curse or misery of mankind, but through the love of spreading the light; for, says the Talmud, 'more even than the calf longs to drink, the cow loves to nourish.'

"And in speaking thus of the high functions of the teachers, I am unconsciously referring to them for the most part in the feminine gender, because in the United States at large fully 72 per cent. of all teachers are women; because in our great cities we may say that well-nigh all are women, the percentage of men being practically inconsiderable.

"On an average not even a decent provision is made for our public school teachers wherewith to purchase the bare necessities of civilized existence. It would astonish and shock all of you to read the

leading figures I have compiled from national reports of the Bureau of Education regarding the miserable starvation wages paid our faithful teachers.

‘Justice is a holy thing; it is a divine attribute. More elementary and godlike than sentimental pity, is justice. Shall we not then give justice to this army of scholars, instructors, helpers of their kind, the brains of the city, the ornament and dignity of the commonwealth, the guardians and guarantees of our future citizenship? Shall we babble feebly about cost, budgets, taxes, public charges? As well might the ship in the sea lament the burden of the sails that drive it to its goal. As well might the bird in the air complain of the weight of the wings that are its means of progress and preservation.

“Let the time come speedily when we shall give these good hearts and fine spirits their simple due—their need of public honor and dignity, and those decent emoluments that mean sustenance, provision for the future and the fitting rewards of merit and service.”

MEMORIES OF THE GENERAL LYON DISASTER

May 26, 1905.

M. H. Ozment of Crab Orchard, one of the survivors of the ill-fated General Lyon, the disaster of which brought sorrow and sadness to so many homes in Southern Illinois, was a recent visitor at the INDE-

PENDENT office. Mr. Ozment enlisted at the age of eighteen, and was a member of Co. E, 56th Illinois.

The 56th regiment was composed of soldiers who enlisted from Williamson, Saline, Franklin, Union, Pope, Johnson and other surrounding counties. Will E. Webber, from Galatia, was captain of Co. E, and was lost in the terrible disaster. Col. Kirkham was the first commander of the regiment. Later the regiment was commanded by Col. Green B. Raum, who afterwards became major general, and whose home at that time was in Harrisburg, Ill.

The time of enlistment of this regiment expired about the time that Gen. Sherman began his famous "march to the sea," which began at Atlanta, Ga., and ended at Wilmington, N. C. The soldiers of this regiment willingly remained after the expiration of their term, awaiting an opportunity to be mustered out. They were therefore with Sherman on this famous march, and took active part in every movement from Atlanta to Wilmington.

After arriving at Wilmington they remained but a short time until they were put on board the General Lyon to be transported to Fortress Monroe, where they were to be mustered out. The thoughts of so soon being able to return to the loved ones at home, whom they had not seen for more than three years of hardships and privations, filled each heart with gladness and joy.

All went merrily until they were within about

sixty miles of Fortress Monroe, and just off Cape Hatteras, when a severe storm arose and caused the bursting of a large vessel of coal oil which had been placed just above the boiler. This immediately set fire to the ship, and it was only a few minutes until the whole vessel was enshrouded in rapidly eating flames. The joy that had pervaded each one only a few minutes before was suddenly changed into agony and horror.

As the cruel flames approached, the terror-stricken soldiers were driven toward the opposite end of the ship where they remained on board until the approaching flames drove them to jump into the sea. Mr. Ozment says he remained on board as long as he could possibly bear the heat, when he blindly leaped into the bosom of the ocean.

Struggling and strangling in the surging billows which were filled with the burning wreckage, the dead and the dying, he gave one last desperate effort to bring himself to the surface that he might breathe only once more. This effort brought him to the surface and his hand struck against an object which he violently grasped. This object proved to be a small life-boat in which the engineer of the fated vessel and two other persons were drifting. These persons quickly helped him into the boat, and thus he was rescued from a disaster more terrible than any he could ever have met on the field of battle.

For more than three hours they drifted helplessly

about in the life-boat, when they were picked up by a passing vessel, the General Sedgwick, which carried them to New York City. While they were drifting in the life-boat the engineer related to him the manner in which the vessel took fire.

I. N. Wilhite of near Thompsonville is another one of the rescued. He was picked up by the schooner Nellie C. Spain; and in a few weeks he and Mr. Ozment, who had parted from each other on the burning deck of the General Lyon, met again in Springfield, Ill., and were mustered out together.

Of all the 56th regiment that were on board, only five were saved. The others all went down to rise no more. Of the five saved, only three are now living—Mike Brockett of Mt. Vernon, Ind., I. N. Wilhite of Thompsonville, and M. H. Ozment of Crab Orchard. Mr. Ozment is of a cheerful disposition and is well preserved for one of his age, but he always speaks of the disaster with a shudder. He is a pensioner and now draws \$24 per month.

Just one month after this disaster another one of a similar nature befell the steamer Sultana on the Mississippi near Memphis, Tenn. The explosion of one of the boilers wrecked the vessel which took fire and more than 1100 soldiers perished. These soldiers were mostly from the Northern states, and were also on their way home. It is to honor the memory of the brave men who lost their lives in these two disasters that, on every recurring memorial day,

flowers are strewn upon all waters running to the sea.

LESSONS OF THE FLAMES, June 23, 1905.

The great conflagration that swept through the business section of Johnston City last Friday night and wrought such devastation to business and property, was not without its lessons of usefulness and value.

It has been said that the darkest cloud has its silver lining. Then from the cloud of disaster that has thrown such gloom over our city, we may see a glimpse of its silver lining in the way of a few valuable lessons for the future.

1st. The flames have taught in a very impressive manner the necessity of always carrying a reasonable amount of insurance. A great amount of property that was destroyed in the recent fire, both in the way of merchandise and buildings, had no insurance whatever.

Some failed to insure, or carried a very light insurance, because they were located in comparatively safe quarters, while others refused to insure because of the high rate asked by the companies. Others perhaps had failed to insure through carelessness or neglect. But when the fire came and the property went up in smoke and flames, then all could easily see their mistake in not carrying a good insurance.

But if those who suffered such losses will only heed

the lesson of their recent disaster, and properly prepare for any such future emergencies that may come upon them, they may console themselves with the thought that their losses have not been total after all.

2nd. The flames have taught the lesson that the buildings in the business section of a town or city should not be constructed of such combustible material. It was this class of buildings and material that caused the disaster, and carried it to many other buildings that were practically safe within themselves, and caused their destruction also. The authorities ought to see that the business section of the city is not endangered by the erection of any building of that character.

3d. The flames taught the lesson of the need of a good, thorough, effective fire department. Every town of considerable size ought to be equipped with such a department.

The fire started near the center of the burnt district, raged for about three hours, extending in all directions, and defying all efforts to arrest its progress until it had devoured everything in its reach.

With a properly equipped fire department, well organized, and furnished with suitable reservoirs, or other supplies of water, the flames could have been checked before they wrought such devastation.

Then from the flames that devoured so much of our city we ought to learn lessons that will cause us to prepare for all such future emergencies, and

prevent the occurrence of another such disaster.

DEWEY'S GREATNESS, June 30, 1905.

The true greatness of Admiral Dewey is not his military skill and ability, but shines forth in all that is true and noble in domestic and ethical life. An incident that occurred as his fleet was preparing to open on the enemy at Manila, serves to show the real greatness of the man.

When he had ordered the vessels stripped for action, the smallest powder boy on the flagship happened to drop his coat into the sea. The boy asked permission to jump after his coat but his request was refused. He then went quietly to the side of the ship and quickly dropped overboard. He recovered his coat, and when rescued was promptly arrested for disobedience, and was put in chains.

Admiral Dewey spoke to the boy in a very kind way about his disobedience. This caused the young boy to break down completely, and with much emotion he related to the Admiral that the coat contained his mother's picture which he had just kissed before going into battle, and that he could not bear to see it lost.

When the boy related this, Dewey's eyes filled with tears, and he affectionately embraced the boy and ordered him to be released from his chains, saying: "A boy who loves his mother enough to risk his life for her picture cannot be kept in chains on this fleet."

From this incident Dewey turned his attention to the great naval engagement, and we all know the story of the battle of Manila. Great as is the honor due him for this splendid military achievement, a still greater one is his for the spirit shown in the incident with the little powder boy on board the flagship.

OUR NATION'S HOPE, June 30, 1905.

The schools of America are being regarded more and more as the safeguards of our nation. As the influence of our schools is extended to the youth of our land, ignorance, vice and crime diminish in proportion. The greater the number of our schools, the fewer the number of prisons and reformatories.

Carl Schurz, in his commencement day address at the University of Wisconsin last week said:

"If this republic is to endure and be successful in its highest mission it must put its trust rather in schools than in battleships.

"This republic should stand as the gentleman par excellence among nations, a gentleman scoring the role of swashbuckler, whose hip-pocket bulges with loaded six-shooters and who flashes big diamonds on his fingers and shirt front; a gentleman modest in the consciousness of strength, carrying justice, forbearance, and conciliation on his tongue, and benevolence in his hand, rather than a chip on his shoulder."

OUR TREES, July 14, 1905.

The trees are rapidly disappearing from our state by the ruthless hand of man, and at the present rate of destruction it is only a matter of a short time until these beautiful objects of God's creation will have been destroyed.

Arbor day has been instituted for the purpose of encouraging the planting of trees to beautify our streets, our public highways, our church and school grounds, and our homes, and to teach the school children and youth of our country lessons of local patriotism and love of trees, shrubbery and flowers.

Each year the governor of our state issues an arbor day proclamation for this purpose and much is being done to protect our trees. Yet there are many who appear to possess none of this local patriotism or love for the beautiful, and continue the destruction of the most beautiful trees. A recent occurrence in our city serves to emphasize this fact.

Broadway is the most beautiful thoroughfare in our city, is lined in places with lovely maple and other beautiful trees. and should be the pride and delight of every citizen of Johnston City. Only the other day some of these splendid trees, that had cost much labor and time to the hand of someone who had a taste and love for the beautiful, were cut, mutilated, and almost destroyed for the simple benefit of a private telephone company.

Such as this ought not to be allowed in our city. If

there is an ordinance permitting the destruction of the beautiful trees on Broadway, it ought to be repealed at once. If there is no ordinance permitting such destruction, the perpetrators of the deed should be prosecuted to the full extent of the law. It is a shame for the beautiful trees of our streets to be sacrificed for the benefit of a private company.

ARBITRATION, July 14, 1905.

The disturbances threatened as a result of the shot-firers law, which went into effect July 1, has been averted through the medium of arbitration, and the mines, which had been closed for one week pending the action of the arbitrating committee, have all resumed work.

Without arbitration a great strike of the miners, or shut-down of the mines by the operators would have occurred, either of which would have brought distress and disturbance to our state. But by the principles of arbitration both parties agreed to abide by the decision of the committee, and since the decision has been given the work has been resumed with the best of feeling between the parties.

The method of settling disputed questions and difficulties by arbitration was not formerly so much used as at the present, yet many bitter disputes of national and international importance have been settled by this means.

Arbitration settled the memorable Tilden-Hayes

presidential contest, and thus gave a model lesson of what arbitration can accomplish. Arbitration has settled many difficulties between the United States and other countries, among which have been many boundary disputes, acquisition of territory, commercial disputes and others.

The present indications are that arbitration will be the method by which the desperate and bloody struggle between Russia and Japan will be settled.

It is a cause of great rejoicing that the spirit of arbitration of difficulties of any kind is becoming so general. This is surely the true method of settling difficulties between contending parties, and is the means of overcoming or preventing much distress.

PEARY'S ARCTIC EXPEDITION, July 21, 1905.

Commander Peary sailed from New York on last Sunday evening on his seventh expedition in quest of the north pole. It is his aim to reach a point for winter quarters farther north than on any of his previous attempts, and thus be in better position to make a successful dash for his goal at the breaking up of the arctic winter.

Peary's equipment for the present expedition is much better than for any previous one. His ship, the *Roosevelt*, is much better than any of his previous ones, being arranged especially for the needs and requirements of the expedition. Besides a better equipment in every respect, he will have the

advantage of his experience in former efforts to reach the pole.

With these advantages in his favor he confidently expects to meet with success in his present undertaking. When Commander Peary was preparing to take his departure his friends extended to him many wishes for his success. As he listened to these words of his friends he smiled and said: "I feel sure of success this time. This ship certainly is all that could be desired for the voyage in the arctic sea, and I have strong hopes of overcoming all obstacles and planting the stars and stripes on the north pole."

If his efforts are crowned with success, and he reaches the goal of his ambition, he will not only be entitled to the foremost place among the explorers of the world, but science will also be greatly benefitted as a result of his discoveries.

JOHN PAUL JONES, July 28, 1905.

The body of John Paul Jones, after an absence of a century, again rests on American soil. The body has just reached the American shore, and is temporarily entombed until the vault for the final resting place is completed at Annapolis.

The body was brought home by Admiral Bigsbee, and the ceremonies attending the transfer of the body from the Brooklyn to American soil were most imposing and showed with what deep reverence his memory is held by the country he so bravely defended.

Just as the body was about to be placed in the temporary tomb, fleet chaplain Bayard uttered the following prayer:

"God of our fathers, we praise Thee for the life and memory of him whose mortal remains are now to find a resting place under the flag he so loved, in the nation he did so much to create. We thank Thee that Thou didst show in him qualities of manhood that not only create but preserve and perpetuate nations. As all that is earthly is committed to the reverent care and devotion of the land whose debt to him is beyond all price, may the sublime lessons of his courage and resources and hopefulness and consecration be charged anew with moral power more deeply to fire and impress every American heart.

"Grant that the nation so rich in the heritage of great things may more and more guide its life by standards of highest honor and righteousness. Free us from every motive that can pervert our deeds, that can hurt our influence among the nations of the earth.

"Make us equal to our high trust, reverent in our use of freedom, just in the exercise of power, tender and pitiful toward ignorance and weakness, and may we walk lovingly and humbly in Thy sight, in all these ways."

GOOD LITERATURE, July 28, 1905.

A movement is soon to be inaugurated to place a

better class of literature in all the public libraries and reading rooms, or at least to exclude all literature of a questionable character.

This is surely a move in the right direction, and would be much better if it could be extended to all newsdealers and booksellers. It will be impossible to eliminate all literature of an evil tendency, but it ought at least to be replaced as far as possible by a better class of reading matter.

Only last week John W. Dudley, a mere youth, held up the assistant cashier of the State Bank at Waterloo, Ill., and secured a considerable amount of money. He was soon captured and to one of the officers who captured him the youth made the following statement:

"I've read a lot of dime novels about bank robberies and holdups and such things in my life, and I guess that's where I got my first ideas about robbing the Waterloo Bank."

It is true that not all who read bad literature turn bank robber, neither are all bank robbers readers of bad literature, but the effect of bad literature is always of a demoralizing nature, and very frequently leads to the foulest of crimes.

CROOKEDNESS, August 4, 1905.

The Equitable Insurance Company is receiving a great deal of free advertising just now, brought about by the business methods of some of its officials.

Whether these dealers in crookedness will meet the same fate as others whose crimes have been similar, but who were connected with smaller institutions, remains to be seen.

It is very probable that the millions controlled by this company will have something to do towards directing the action of the law, and protecting its officials. The fact that money will sometimes stay the hand of the law was recently shown when Hock, the wife murderer, who had been dressed for his execution and who was ready to begin his death march, was respited by the governor on the appearance of a few hundred dollars just at that critical moment.

The power of money in shielding the guilty from punishment is as great as its power in protecting the innocent. It is right to use money for the protection of the innocent, but it is wrong to use it for the purpose of withholding punishment from the guilty.

UNIVERSITY OF ILLINOIS, August 11, 1905.

The University of Illinois was established in 1856 and has made steady progress and improvement since its origin. The school was first known as the Illinois Industrial University, but the name was afterwards changed to The University of Illinois.

The elimination of the word "Industrial" from its name does not mean that this line of instruction has been discarded or even neglected. The school has made wonderful progress in industrial lines during

the past few years, and now ranks as one of the best schools in the country for giving industrial instruction.

The different courses in industrial lines have been prepared with a view to making them practical and sufficiently thorough to produce good results. This school has done a great deal in the way of promoting industrial training, and the effects are beginning to manifest themselves in many ways.

A good example of what this school has done in agricultural lines is the present corn crop of Illinois. It is estimated that the yield of the present crop will be at least 310,000,000 bushels. This will be the best yield ever produced in the state, although the acreage is smaller than for many years past.

This increase over previous years can not be attributed entirely to the favorable season. It is due in a large degree to improved methods of seed selection and cultivation that are so thoroughly taught in the University. These methods of industrial training are bearing abundant fruit in other lines besides agriculture.

PEACE SEEMS NEAR, August 18, 1905.

While the peace envoys are in conference at Portsmouth, and the dove of peace is hovering over their deliberations, the civilized world is anxiously awaiting the results of the negotiations, and will rejoice at the announcement that the conflict has ended

and that peace once more reigns between the two nations.

The action that has been taken on all questions discussed would seem to indicate that an agreement will ultimately be reached, although several weeks may be required to bring about this result. The questions to be settled are important ones, and much time will be required for their adjustment.

It is certain that Japan will be firm in demanding a large indemnity, and as the Japanese government has a great military and naval advantage, it is very probable that the Russians will make the concession, although it may be under the guise of some other name.

The fact that Japan has the power to dictate terms of peace is not evidence that the Russian demands will be entirely ignored. It has not been the history of the world that conquering nations have ignored all the claims of the conquered.

At the close of the Mexican and Spanish-American wars, when these nations had been completely subdued by the United States, they asked our government to allow certain demands when a treaty of peace was proposed. In this our government was reasonably liberal, although having the power to reject all demands and dictate the terms of peace.

It is to be expected that the Japanese will be reasonably liberal in their demands, and that Russia will not ask anything that cannot be peaceably

adjusted. The war has been a long and bloody one, and Japan is really in need of peace. In the peace conference, M. Sato, the spokesman for the Japanese, said: "Japan is not here to dictate terms, but to make peace." If this is the real spirit of all the members of the commission, terms will surely be arranged for closing the war.

LAUNCHING THE KANSAS, August 18, 1905.

The battleship Kansas was launched at the yards of the New York Shipbuilding Company at Camden, N. J., last week. The daughter of Governor Hoch was chosen to christen the vessel, and as it was released from its fastenings and glided into the water she shattered a bottle of clear spring water on the armored prow of the great battleship and exclaimed, "I christen thee Kansas."

This is the only warship that was ever launched without the use of the traditional bottle of wine. The water that was used was taken from the John Brown spring in Kansas, and doubtless contained as much christening virtue as the wine that is generally used for christening vessels.

Some of the superstitious claim that the use of water in the launching and christening of the ship is a bad omen, and that the vessel is doomed to defeat and disaster in some future engagement. It is true that the use of wine sometimes develops the fighting qualities of man, but the breaking of a bottle of wine

on the prow of a vessel has nothing to do with its fighting qualities.

The success of a battleship depends upon the commander and the "man behind the gun," and if it ever becomes necessary for the "Kansas" to demonstrate her fighting qualities she will be found equal to any of the vessels that have been christened with wine.

A FALLEN MAN, August 25, 1905.

While we were resting in the beautiful shade of the courthouse yard at Golconda with a friend, a few Sundays since, there passed along the pavement very near us a man very noticeable for his long, bent form, unsteady gait, faded and worn clothing, and general uncouth appearance.

Yet with all this appearance of human depravity there was still remaining a sparkling of the eye which indicated that he had not always been thus. As he passed by us he gave a straight look into our faces, accompanied by a gentle nod that indicated he had some recognition of us.

After he had passed on my friend asked me if I recognized that man. I told him that his face looked somewhat familiar but that I could not call his name. My friend remarked that he believed he could recognize in him a man whom he had known, although but little resemblance of his former self remained. He said, "If it be the man of whom I think, he once stood high in political and social life, and at the very

head of the legal profession in Southern Illinois. If it be the man of whom I think, I have served on a jury when his eloquence, oratory and word-painting so completely overcame the members of the jury that they could not conceal their emotion."

When my friend called his name I told him that I once knew a man by that name and knew him to possess all of these high qualities and accomplishments, but that surely this man could not have fallen to such a degree that I could not recognize him.

In order to satisfy ourselves we approached two young men at the courthouse door, and on inquiry they said he was the man that once stood so high. I could scarcely believe that this was the once brilliant and eloquent "Bill" Morris, but such was the case. What a contrast between then and now! What a pity for such talent to be destroyed! The cause of all this can be told in two words—"the cup."

ESSENTIALS, August 25, 1905.

This is a day of essentials, and not of technicalities. In all lines of life and human activity the essentials or fundamentals are being brought to the front. The essentials of religion and Christianity are being pushed as never before, and the result is that genuine revivals are sweeping over our land in all directions and among all classes.

In educational lines the essentials are receiving the proper attention, and better results are being

secured than ever before. The true objects of an education are to develop in the youth of our country the very highest type of manhood and womanhood, and to prepare them for successful activities in life. This can only be done by emphasizing the essentials and making the education practical.

The essentials of agriculture are receiving more attention each year. The farmer who has no scientific knowledge of farm products and culture, has at least learned some of the essentials of farming by experience, and is getting better results each year. The day has passed when the essentials are to give way for other things of minor importance.

The constitution of the United States owes its great strength, proficiency, and permanency to the fact that it contains only the essentials of a republican form of government. Under this constitution our government has developed into one of the greatest nations on earth. Only a few amendments have been added to the original document, and these have been for the purpose of embodying the necessary essentials to meet the new conditions arising from advancing civilization.

CHAPTER XV

TREATY SIGNED—HISTORY REPEATED—OUR BIG DITCH—GENTLE TERMS—THE COUNTRY PAPER—ROOSEVELT'S DARING NATURE—THE HALL OF FAME—HIGHER EDUCATION—WILL HE SUCCEED?—HAZING—SPIRIT OF REVOLUTION—BOSSISM REBUKED—THANKSGIVING—HE HAS FALLEN—FROM SENATE TO PRISON—ECHOES FROM ROOSEVELT'S SOUTHERN TOUR—THE NEW YEAR—NORTHWEST PASSAGE

TREATY SIGNED, September 8, 1905.

THE treaty of peace between Russia and Japan was signed at 3:47 o'clock p. m. on Tuesday of this week. At that minute the war of blood between Russia and Japan, begun eighteen months ago, came to an end. The ceremonies attending the peace drama were simple, occurring as they did in the little store room of the Kittery navy yard.

As the envoys were seated around the long table, they signed their names four times. When the last signature was affixed Mr. Witte, the chief envoy of Russia, reached across the table and shook the hand of Baron Komura, the chief envoy of Japan. Almost at the same moment Baron Rosen shook hands with Mr. Takahira, the Japanese minister. Following this Mr. Witte shook the hand of Mr. Takahira and

Baron Rosen performed the same ceremony with Baron Komura.

It remained for Baron Rosen to give one touch of human interest which revealed the strained formality of the occasion. As he reached across the table to accept the extended hand of Baron Komura, with whom he was on intimate terms while Russian minister at Tokio, he said:

"I shake the hand of an old friend and now a new friend."

Baron Komura did not reply in words, but he smiled with extraordinary Japanese gentility, and bowed low. The treaty was signed, and guns were used to signal the news to the thousands in the immediate vicinity.

HISTORY REPEATED, September 15, 1905.

The people of Japan are so displeased with the terms of the peace treaty that mobs have appeared in the capital and other leading towns of the empire, and it has required the prompt action of the police and government forces to restore order.

This discontent of the common people is only a repetition of what has occurred on similar occasions and under similar circumstances before. When John Jay signed an important treaty between the United States and England, the citizens of our country were so enraged at the terms of the treaty that they called indignation meetings in many of the leading cities

and towns, passed resolutions of contempt, hung Jay in effigy, and it required the action of the civil authorities to quell the disturbance.

Time at last proved the wisdom of Jay in the terms of the treaty with England, and some who had been his most bitter accusers became his most ardent admirers. It is very probable that the terms granted to Russia by the Japanese, and which are now being so severely censured by the common people of Japan, will finally be looked upon as being the best terms that could have been secured at the time, and those who are now the most bitterly opposed to the treaty will become its best friends.

OUR BIG DITCH, September 22, 1905.

The Isthmian canal, when completed, will be the most noted canal in the world, and its construction will be the greatest feat of engineering skill the world has ever known. The great need of such a canal has long been felt, and its use is easily seen when we consider the fact that our vessels cannot go from one of our coasts to the other without passing entirely around South America, a distance of fifteen thousand miles, requiring from six weeks to two or three months to make the voyage.

When the Spanish fleet was discovered in Santiago harbor, Captain Clark, of the Oregon, was on the Pacific coast, near San Francisco. His vessel being needed to assist in the expected engagement on the

Cuban coast, he was ordered to join the American fleet in as short time as possible. He at once started on his famous trip known as "the voyage of the Oregon." To reach Cuba he had to pass entirely around South America, a distance of fifteen thousand miles, which he did in six weeks, arriving just in time to assist in the destruction of Cervera's fleet.

With our Atlantic and Pacific coast lines so far removed from each other, it is necessary for the government to divide our navy, keeping a part on the Atlantic coast and a part on the Pacific coast for the purpose of coast protection. These two divisions of the navy are so remotely situated that they could not join readily in case of an emergency, and thus our navy is greatly weakened. But when the canal is completed it will require only a short time to pass from one coast to the other. The canal will also be of great commercial value to our country, as it will enable goods to be transmitted at a much less expense than at present.

There is much controversy at present as to whether the canal shall be a lock-gate canal, or a sea-level canal. Each class has its advocates among the members of congress, and also among the engineers themselves, just as the two proposed routes had their advocates. President Roosevelt appears to favor the sea-level canal, in some particulars at least, but the whole matter will go before congress for final decision.

The sea-level canal will require a longer route, will

cost much more, and will require a longer time for construction than the lock-gate canal, but will be much better when completed. Our country is worthy of the very best in everything, is able to build the very best at any cost, and it is to be hoped that the authorities will make no mistake when the class of canal is decided upon.

GENTLE TERMS, September 29, 1905.

There appears to be an increasing tendency in business circles of our country to use mild or gentle terms when speaking of the crimes or crookedness of those who are connected with banking institutions, insurance companies, get-rich-quick schemes, and other classes of moneyed institutions. This tendency to shield the criminal or the true nature of the crime from the eye of the public is wrong. Crimes should be called by their proper names, and persons who are guilty of them should not be shielded in the least, even though they have stood well in public opinion, and in the higher circles of life.

When an official misappropriates the money of an institution he is called a "defaulter" instead of a thief. When he makes false entries to conceal his crime it is said to be "irregularity" instead of forgery and lying. When he takes his own life to avoid detection and conviction he is called an "unfortunate suicide" instead of a murderer. If these crimes are committed by the lower class of people they are

called "thieves," "liars" and "murderers," and these are the proper names to apply to those in the higher circles of life.

The latest development in crimes of this "higher class" was the indictment of George Salmon, Harvey Salmon, Frank Salmon and Thos. M. Casey, who were connected with the recent failure of the Salmon bank of Clinton, Mo. These managers of the defunct bank have been named in indictments aggregating twenty-five in number, thirteen being against Thos. M. Casey. They have all been arrested and have filled bonds for their appearance for trial, and no doubt expect to defeat justice and buy their freedom with the money they have stolen from their depositors.

THE COUNTRY PAPER, September 29, 1905.

The country paper is being recognized as an educational factor to-day more than ever before. In order to meet the needs of our people as a factor in an educational line the paper should contain such matter as is necessary to develop thought, form character, establish just principles of citizenship and create higher ideals in life.

To do this the paper should have a regular editorial department, in which the views of the editor on live, up-to-date subjects should appear. The most intelligent readers are no longer content with mere locals and news items in a paper, but they want

something more—good editorials of an instructive and educational nature, subjects that will lead the mind to elevated thought and help to form higher ideals in life. The editorials always reflect the personality, individuality and style of the editor as well as his views.

When items of an editorial nature are mixed indiscriminately with news items, locals, and other matter, they lose much of their force and denote a lack of taste and care on the part of the editor. Many country papers have no editorial department and rarely ever contain an editorial article of any kind, and the editor is always as weak as his editorials.

The paper without an editorial department surely does not meet the demands of the present day, and does not fill the important mission of a paper—the education and elevation of its readers. As such papers do not come up to the standard requirements of the day, it is only a matter of a short time until they must either change their make-up or go on the “retired list.”

ROOSEVELT'S DARING NATURE,

October 6, 1905.

The daring nature of President Roosevelt has been looked upon with some degree of pride by his admirers for many years. A certain amount of daring is typical of most of our great men, although some of them possess but little of this daring nature.

Grant, Sherman and Lee were brave, firm and invincible in their military careers, but had little of the daring about them. Logan and Sheridan, who were also brave and determined, possessed a daring nature in a very high degree.

This daring nature of President Roosevelt has been manifested on many occasions when he persisted in traveling through large cities and appearing before immense throngs of people unattended by police or military protection. The same spirit of daring adventure was shown when he went aboard the submarine torpedo boat and plunged to the bottom of the sea, remaining under water one hour, inspecting the working of the machinery, and even steering the vessel with his own hands.

The daring nature of our President has been exhibited on each of the many hunting excursions in which he has engaged since he has occupied the executive chair. On many occasions he has ventured within a few yards of the ferocious grizzly, with no one near him to give assistance, and has always succeeded in bringing bruin down by the expert use of his Winchester.

The President now avers his intention of visiting New Orleans in the present month, notwithstanding the fact that the yellow fever is still raging at an alarming extent in many localities. This determination of the President to invade the infected district is surely backed by more of a daring curiosity than by

good judgment. The visit would not only expose the chief executive of our nation to a deadly malady, but those who accompany him and all who would be attracted there by his visit would also be exposed and his visit would thus tend to spread the disease. This he has no right to do.

The President's high official standing should have no more weight with the health authorities and the quarantine officials than the humblest citizen of our land. We think the authorities should strictly enforce the quarantine laws without fear or favor, and keep Teddy at home until the danger of spreading the malady is over.

THE HALL OF FAME, October 20, 1905.

The American people appear to possess an inherent ambition to honor the memory of those whose lives have been devoted to high and noble purposes, and whose examples are calculated to inspire higher ideals and make the world better.

In order to carry this idea out on an elaborate plan, the University of New York, about five years ago, erected an imposing Hall of Fame on University Heights, in which bronze tablets are inscribed and dedicated to the memory of those whose lives are deemed worthy of such honor and emulation.

The idea is an exalted one. The spirit of gratitude should be forever cherished and cultivated. This Hall of Fame offers an opportunity for the American

people to express their appreciation and gratitude for those whose lives have been devoted to lines of usefulness by which the world has been made wiser and better. It is something of the same spirit that moves us to erect monuments to the memory of departed friends, and to decorate their graves with flowers at each recurring springtime.

When the Hall of Fame was opened five years ago it contained many tablets dedicated to the memory of great Americans in various walks of life. Among these were Emerson, Longfellow, Irving, Hawthorne, Edwards, Horace Mann, Beecher, Channing, Fulton, Morse, Whitney, Audubon, Gray, Grant, Farragut.

At a meeting of the Board of Electors last week places were awarded for the names of several other noted Americans, among whom were James Russell Lowell, John Greenleaf Whittier, and General William T. Sherman. These three have endeared themselves to us all—Lowell and Whittier for their refined and elevating literature, and Sherman for his brilliant and heroic military career.

HIGHER EDUCATION, October 20, 1905.

The large attendance in the Normal schools and the Universities in all sections of our country is convincing evidence that the desire for higher education is becoming more general among the American people. This higher education is becoming necessary in a business sense. The most desirable positions in

all lines of business are generally given to those who have the advantages of a liberal education.

Our public school system is doing a great deal in the way of offering encouragements to hold pupils in school until they receive a high school and University education. The advance branches taught in most rural schools are incentives for the pupils to enter on the work of the regular high schools. The work of the high school, besides preparing the pupils for the ordinary affairs of life, is an inspiration to them to seek the University education. The University encourages this by placing the best high schools on the accredited list so that the pupils who finish may enter the University without examination.

WILL HE SUCCEED? October 27, 1905.

When President Roosevelt declared his intention of going to the Rockies for the purpose of taking recreation and killing bear, he went, took the recreation and "killed the bear."

When he decided to put a stop to the merciless war between Russia and Japan, he planned for the treaty of peace, brought the envoys together at Portsmouth, and soon the deadly struggle was over.

When he resolved to try the experience of a submarine life for awhile among the monsters of the deep, he went aboard the plunger Bennington, and, like McGinty, went to the bottom of the sea, but arose again.

When he reached the conclusion to have the rules of football modified so as to rid the game of some of its brutality, he called a delegation from Harvard, Princeton and Yale to meet him at the "White House" and the rules were modified.

When he made up his mind to end the great strike in the anthracite coal region, he brought together representatives of employers and employees and soon the conflict between capital and labor was over in that region.

When he decided to go on his southern trip and visit New Orleans, he went in spite of protests, mosquitos and yellow fever.

He now declares his intention of waging a relentless war on oppressive railroad rates. In this fight he will have the assistance of a large army of followers from all political parties. William J. Bryan is patting him on the back and saying "stand by your guns, Teddy."

If our president is as successful in carrying out his plans against the high-handed railroad oppression as he has been in other matters, a grateful American public will, with one accord, rise up and "call him blessed."

HAZING, November 3, 1905.

American colleges and universities have long been disgraced by the prevalence of hazing among the students of these institutions. If this degrading

practice consisted only of the perpetration of ordinary jokes and pranks it might hold some claims for toleration, but when it is carried to the extent of causing permanent and dangerous injury to the victims it is time for the authorities to rise up and call a halt, and provide some means to exterminate this pernicious, inhuman, degrading practice.

It is no uncommon thing for the freshmen who enter colleges and universities to be subjected to the most brutal treatment by the older members of the institutions, and in many cases they receive injuries which will cause them to be disfigured or crippled for life. Many cases have occurred in which the injuries were so severe that they assisted in bringing about bodily ailments that finally resulted in death. The perpetrators of these injuries ought to be expelled from the college or university and prosecuted for murder.

Steps are being taken by most of the leading colleges and universities of the country by which they hope to either eliminate the practice entirely or rid it of its brutal and inhuman nature. The Naval Academy at Annapolis, and the Military Academy at West Point have been favorite haunts for the mania for many years, and some of the most dastardly deeds of hazing have been perpetrated at these government institutions.

The government authorities now seem determined to exterminate this evil from the military and naval

schools, and put the pupils under the same restrictions as the soldiers and sailors. If the authorities of the colleges and universities would take as positive action as the government proposes to take in the military and naval schools, the evil could easily be driven from our institutions of learning. The penalty of expulsion is altogether too light for the crime of hazing. Disqualification to re-enter or attend any other institution has been suggested as a proper penalty.

The firm stand taken against the practice of hazing by the authorities of Culver Military Academy will do much to drive the disgraceful custom from the schools, colleges and universities of our country. Eight pupils were expelled for the crime of hazing at the Academy last week, and the Superintendent declares that the faculty will break the inhuman and degrading practice at any cost. The tortures of the hazers are becoming more barbarous, and it is becoming necessary for the authorities of our institutions of learning to take hold of the matter with a strong and determined hand.

It has been only a few weeks since a pupil in one of the prominent schools of our civilized country was bound to the tracks of a railroad bridge and forced to remain until a passenger train crushed out his young life and mangled him almost beyond recognition. The perpetrators of this heinous crime tried to conceal their guilt, but were indicted for the crime.

SPIRIT OF REVOLUTION, November 17, 1905.

The spirit of revolt and revolution appears to be spreading to many of the monarchies of the old world, and thrones that have existed for ages are now tottering to their very foundations. The monarchs see their doom in the uprising of the people, and in their positive demands for a government that will give liberty and freedom.

RUSSIA

This spirit of revolt originated in Russia as a result of the war with Japan. The Russian peasantry had expected a more liberal form of government to result from the war, but when the treaty of peace was signed at Portsmouth without any promise of a change in the form of government, the spirit of revolt was kindled anew, mob violence became general throughout the empire, and thousands of human lives were sacrificed within a few days.

Emperor Nicholas, seeing the desperate spirit of the revolvers, sought to pacify them without abdicating his throne. He accordingly issued his manifesto, granting a form of government known as a constitutional monarchy, and appointed the great Russian statesman Sergius Witte as premier to organize the new government. This had a tendency to satisfy the majority of the revolvers, but many of them ask a true republican form of government.

FINLAND

The spirit of revolt quickly spread to Finland, and

the Finns were soon in open revolt against the government of the emperor.

POLAND

Poland has caught the same spirit of revolt and has demanded a change of government by which the people may become free from the laws of tyranny. The spirit of revolt that is now sweeping through the monarchies of the old world is the same spirit that caused the Cubans to revolt against the tyranny and oppression of the Spanish government.

SWEDEN

The Swedes have just gained their independence through firm revolt against the Scandinavian government. It was claimed by the Swedes that the form of government was oppressive, and unless a separate government was granted to them they would engage in a violent revolt for their freedom. They were accordingly allowed to withdraw from the Scandinavian government and organize one for themselves.

BRAZIL

A revolt occurred in Rio Janeiro last week against the Brazilian government and hundreds were killed in the riots that pervaded the city. The military and naval departments have both espoused the cause of the revolutionists, and the squadron in the harbor threatens to bombard the city unless the government modifies some of the oppressive military and civil laws.

HAITI

A revolutionary movement has developed in San Domingo, Haiti, and threatens to become the most violent uprising that has occurred in that island since the Cuban revolt against Spain. The interests of the United States are so closely identified with the island of Haiti that American warships have been ordered to look after American interests during the outbreak.

AUSTRIA

The Austrians are manifesting a spirit of revolt throughout the empire, and it seems that nothing short of a liberal government will satisfy the people and quell the disturbances. The desire for a more liberal form of government is universal in all the monarchies of civilized nations, and it is only a matter of time until such governments will "perish from the earth" and give place to republics.

BOSSISM REBUKED, November 17, 1905.

Tuesday, Nov. 7, was a gloomy day for political "bosses" in both state and municipal elections. Never before have the "bosses" received such a rebuke, such a square slap in the face, as in the recent elections. This shows a determination on the part of the people to assert their independent rights in the matter of voting, and to overthrow the class of bossism represented by Murphy of Tammany Hall and "Boss" Cox of Ohio.

This wave of political reform swept over many of

our cities, and speaks in positive terms for better laws and better government. John S. Moran was elected District Attorney of Boston over the candidate who had been nominated by the Republican and Democratic machines combined. Mr. Moran went before the people on a platform for better laws and better government and strict enforcement of the law against grafters and bribers. He shouted defiance to the political "bosses," appealed to the honesty and reason of the voters, and when the smoke of the conflict had cleared away it was found that bossism had vanished.

John Weaver, who was elected mayor of Philadelphia, defied the bosses, the grafters, and the corrupt combinations of all kinds. He stood for just laws and their strict enforcement. After a battle of ballots unprecedented in the "city of brotherly love," the forces of good government came forth as the victors, while the forces of bossism were writhing in the agony of defeat.

Murphy, the Tammany "boss," was strongly rebuked by the election of William T. Jerome, the Independent candidate for District Attorney of New York. Mr. Jerome was pledged to the principles of clean government and to a rigid enforcement of the laws against boodlers, grafters, and all classes of crime.

George B. Cox, the noted Ohio "boss," has announced his intention of retiring from active politics.

The defeat of his forces was largely due to the spirit of opposition to bossism. This spirit of political reform is becoming more general each year, and will no doubt do much towards establishing and maintaining good government.

THANKSGIVING, December 1, 1905.

The annual recurrence of Thanksgiving day in America is always hailed with joy and pleasure by those who have a sincere desire to express their gratitude for the many blessings and opportunities of life. Many other countries observe the day, but perhaps none of them with the earnestness and devotion with which our people welcome the same.

The custom of observing Thanksgiving day in America had its origin with the Pilgrims at Plymouth, in 1621. These pious people had suffered many privations and hardships during their first winter in America. But their first crop was an abundant one and gave them sufficient food for their relief. With hearts of gratitude they appointed a day of general thanksgiving throughout the colony, and met in humble devotion to express thanks of gratitude for the many blessings bestowed upon them. This festival was repeated for many years by the Pilgrim Fathers, and many of the other colonial settlements adopted the custom of observing occasional thanksgiving days.

The governors of some of the colonies adopted the

custom of appointing a day of fasting in the spring and a day of thanksgiving in the autumn. This custom was kept up with some irregularity during the entire colonial period of our country. The first day appointed for thanksgiving by the Pilgrims occurred on Thursday, and succeeding generations have adopted the same day. The day appointed is always the last Thursday in November.

The American congress recommended days of thanksgiving annually during the Revolution, and in 1784 a general thanksgiving day was observed in memory of the restoration of peace. Washington appointed a special day for thanksgiving in 1789 on the adoption of the constitution, and another one in 1795, for the general welfare and benefit of the American nation. In 1815 President Madison appointed a day for the observance of a special thanksgiving throughout the country on the restoration of peace at the close of the second war for independence.

It was Abraham Lincoln who established the custom of making these thanksgiving days of regular occurrence in the United States. In 1863, in the midst of the gloom that overhung the destiny of our country, he appointed a day of thanksgiving and prayer, and urged that it should be kept up annually. It was his lot to appoint only one more day for thanksgiving—that of 1864—which was observed throughout the country. Before the annual return of the next thanksgiving day he had laid down his

life for the government that "shall not perish from the earth."

Since that time each succeeding President has appointed a day annually to be observed as thanksgiving day. This day is announced by proclamation of the President. The governors then issue similar proclamations to the citizens of their respective states, selecting the same day designated by the President. The exercises of thanksgiving usually consist of union services by the different churches, and the donation of food and clothing to those who are in need of assistance.

HE HAS FALLEN, December 8, 1905.

Newton C. Dougherty has fallen. A few short months ago he was looked upon as one of the leading financial and educational lights in the great state of Illinois. To-day he occupies a prison cell in solitary confinement in the state prison at Joliet. As president of the Peoria National Bank he was a financial power that was felt throughout the entire state. Now his property has all been turned over to apply on his deficiencies, and he is penniless.

In political circles he wielded as great an influence as he did in financial circles, but his political career is over and he is without friends or followers. In social relations he was looked upon as a leader, and his sudden fall has caused the most profound sensa-

tion. As superintendent of the Peoria city schools he held a high place in the educational walks of life, and enjoyed the esteem and confidence of the highest church officials and college and university presidents throughout the country. From the elevated positions of honor and confidence he has gone to the narrow walls of a prison cell.

His fall only appears the greater when we recall the great eminence that he had reached in financial and social circles. He had been superintendent of the city schools for the past twenty-five years and had served as secretary to the school board for nearly the entire time. These positions enabled him to extend his stealings of the school funds through many years without detection or suspicion. Nearly all the financial dealings of the schools passed through his hands, giving him the opportunity of appropriating large sums to his own use.

But at last his crookedness and thefts were all brought to light. The grand jury piled up indictment after indictment against him, branding him as a thief, and charging that he had stolen more than a million dollars of the people's money from the funds that belonged to the public schools of the city. When he found that the stealings had been discovered he turned over all his property to be applied on his deficiencies, pleaded guilty to the charges against him, and entered a prison cell to serve a long term of imprisonment.

FROM SENATE TO PRISON, December 8, 1905.

Joseph R. Burton, of Kansas, has been convicted for the second time for using his influence as United States Senator in behalf of the Rialto Grain and Security Company of St. Louis—a get-rich-quick scheme—and sentenced to prison for a term of six months and to pay a fine of \$2,500. In the first trial which occurred in 1904, he was sentenced to prison for eighteen months and fined \$5,000.

Senator Burton was first indicted by the United States grand jury in 1903. This was at the time when the spirit of investigation was sweeping through the land with such relentless fury. Crime in high places is no more justifiable than in the lower walks of life. Senator Burton has been proven guilty of a most palpable violation of law, has been tried by a jury of his countrymen, found guilty on the first ballot, and sentenced to pay the penalty. From the senate chamber to a prison has been the fall that he has brought on himself by violating the laws of his country.

When sentence was passed upon him the Senator grew extremely pale and was scarcely able to speak. He has had a fair trial, his guilt has been clearly established, and he has but little hopes of escaping his sentence. In passing sentence upon him Judge Van Devanter of the United States District Court said:

“The judgment of this court is that you be sen-

tenced to serve six months in the Iron County jail and pay a fine of \$2,500, to be committed until the fine is paid. By this verdict you are forever barred from holding a position of trust in the service of the United States."

ECHOES FROM ROOSEVELT'S

SOUTHERN TOUR, December 29, 1905.

President Roosevelt's Southern tour was marked by many brilliant and hearty receptions tendered to him by the people of the South, and his addresses were toned by a spirit which indicates that in him the statesman is greater than the politician, and the man greater than the President. At Richmond, Virginia, where he made his first speech, he said among other things:

I trust I need hardly say how great is my pleasure at speaking in this historic capital of your historic State; the State than which no other has contributed a larger proportion to the leadership of the nation; for on the honor roll of those American worthies whose greatness is not only for the age but for all time, not only for one nation but for all the world, on this honor roll Virginia's name stands above all others. And in greeting all of you, I know that no one will grudge my saying a special word of acknowledgment to the veterans of the Civil War.

A man would indeed be but a poor American who could without a thrill witness the way in which, in

city after city in the North as in the South, on every public occasion, the men who wore the blue and the men who wore the gray now march and stand shoulder to shoulder, giving tangible proof that we are all now in fact as well as in name a reunited people, a people infinitely richer because of the priceless memories left to all Americans by you men who fought in the great war.

Last Memorial Day I spoke at Brooklyn, at the unveiling of the statue of a Northern General, under the auspices of the Grand Army of the Republic, and that great audience cheered every allusion to the valor and self-devotion of the men who followed Lee as heartily as they cheered every allusion to the valor and self-devotion of the men who followed Grant.

WOUNDS LONG HEALED

The wounds left by the great Civil War have long since healed, but its memories remain. Think of it, oh, my countrymen, think of the good fortune that is ours. That whereas every other war of modern times has left feelings of rancor and bitterness to keep asunder the combatants our great war has left to the sons and daughters of the men who fought, on whichever side they fought, the same right to feel the keenest pride in the great deeds alike of the men who fought on one side, and of the men who fought on the other.

The proud self-sacrifice, the resolute and daring courage, the high and steadfast devotion to the right as each man saw it, whether Northerner or

Southerner, these qualities render all Americans forever the debtors of those who, in the dark days from '61 to '65, proved their truth by their endeavor. Here around Richmond, here in your own State, there lies battlefield after battlefield, rendered forever memorable by the men who counted death as but a little thing, when weighed in the balance against doing their duty as it was given them to see it. These men have left us of the younger generation not merely the memory of what they did in peace. Foreign observers predicted that when such a great war closed it would be impossible for the hundreds of thousands of combatants to return to the paths of peace. They predicted ceaseless disorders, wild turbulence, the alternation of anarchy and despotism. But the good sense and self-restraint of the average American citizen falsified these prophecies.

The great armies disbanded and the private in the ranks, like the officer who had commanded him, went back to take up the threads of his life where he had dropped them when the call to arms came. It was a wonderful, a marvelous thing, in a country consecrated to peace, with but an infinitesimal regular army, to develop so quickly the huge hosts which fronted one another between the James and the Potomac and along the Mississippi and its tributaries. But it was an even more wonderful, an even more marvelous thing, how these great hosts resolved themselves into the general fabric of the nation.

TRIUMPHS OF PEACE

Great though the meed of praise which is due the South for the soldierly valor displayed during the four years of war, I think that even greater praise is due to her for what her people have accomplished in the forty years of peace which followed.

For forty years the South has made, not merely a courageous, but at times a desperate struggle, as she has striven for moral and material well-being. Her success has been extraordinary, and all citizens of our common country should feel joy and pride in it, for any great deed done, or any fine qualities shown by one group of Americans of necessity reflects credit upon all Americans.

Only a heroic people could have battled successfully against the conditions with which the people of the South found themselves face so face at the end of the Civil War. There had been utter destruction and disaster, and wholly new business and social problems had to be faced with the scantiest means. The economic and political fabric had to be readjusted in the midst of dire want, of grinding poverty. The future of the broken, war-swept South seemed beyond hope, and if her sons and daughters had been of weaker fiber there would in very truth have been no hope.

THE NEW YEAR, December 29, 1905.

With all civilized nations the year now begins on

January 1. This has prevailed only since the adoption of the Gregorian calendar, which occurred in 1752. Previous to this time the year began on March 25 in England, and in all the British American colonies, which extended from Nova Scotia to Georgia. But when Pope Gregory introduced his new calendar for the purpose of correcting the errors that had accrued during past centuries, it was decided to place the beginning of the year on January 1, as that would closely approximate the birth of Christ.

Among the principal years in chronology are the solar year, tropical, or equinoctial year; the common year of 365 days; the leap year of 366 days; the Julian year of 365 1/4 days; the lunar year of twelve lunar months, used much by the Mohammedans and others whose religious feasts were regulated by the moon.

Different ages and people have differed widely as to the time among the seasons for the beginning of the year. Before the time of Julius Caesar the Roman year began on March 1. The sacred year of the Jews began at the vernal equinox, but their civil year began at the autumnal equinox. The Greek year began at the winter solstice until the age of Menton, when it was changed to begin at the summer solstice. The most of the Eastern peoples, among whom were the Persians and Egyptians, began their year on the equinoxes, the same as the Jews. Before the time of Peter the Great Sept. 1 was the beginning of the year in Russia and the Eastern Empire. Under the

Merovian kings of France the year began March 1; under the Carlovin kings it began March 25; under the Capetians it began on January 1. The northern nations of Europe in ancient times placed the beginning of the year at the winter solstice.

Thus we see that the time for the beginning of the year has undergone many changes in different ages and among different peoples, but since the most civilized and enlightened people have adopted January 1 as the beginning of the year, it is not probable that any future changes will occur, and January 1 will remain the day on which to wish our friends a happy new year.

NORTHWEST PASSAGE, January 19, 1906.

Captain Roand Amundsen, a Norwegian explorer, has realized the dreams of ages by completing the northwest passage without the assistance of a rescuing party, and without being compelled to abandon his ship to make part of the journey by land. By this feat Capt. Amundsen holds the distinction of being the first navigator in the history of the world to cross the arctic regions from Davis strait on the Atlantic coast, to Behring strait on the Pacific coast without changing ships.

It has been known for many years that a northwest passage exists, and earlier explorers succeeded in passing through it. But to accomplish this they were compelled to abandon the vessel on which they

had entered the Arctic ocean, walk long distances over the ice of frozen bays and straits, and then get aboard vessels that had come from the opposite direction. For more than three centuries daring navigators of almost every civilized nation have been endeavoring to accomplish the feat that has just been accomplished by Capt. Amundsen.

Columbus sailed from Palos, Spain, in 1492 for the purpose of finding a northwest passage which would be a shorter, safer and cheaper route to India than the one around the southern cape of Africa. When he reached America he thought that he had accomplished his object, and finally died in ignorance of the fact that he had discovered a new world. When it became known that he had not found a new route to the east other efforts were begun to find a north-east and northwest passage from Europe to Asia.

The expedition of Sir John Franklin was sent out in 1846 by the English government for the express purpose of finding a northwest passage. Nothing was heard of this expedition for several years when Robert McClure was sent on an expedition for its relief. McClure went through Behring strait and proceeded as far east as Melville sound when, on account of ice, it became necessary to abandon his ship. McClure and his crew were rescued by Capt. McClintock who had come from the east and they were taken back to England. In this way McClure was the first to make a northwest passage, and for his

achievement the English government gave him the honor of knighthood and promoted him to a position in the navy. He was also highly honored by scientific societies.

Although Amundsen has accomplished the north-west passage without a change of vessels he found it to be of no commercial value from the fact that the great quantity of ice makes it practically unnavigable. The early voyages established the fact that the route was of no commercial value, but the explorations were continued in the interests of science, and to satisfy the ambitious desires of navigators.

Amundsen claims that he has positively located the north magnetic pole, and has made complete and thorough observations of electrical and magnetic phenomena connected with it. These observations will be of much scientific value as they will explain many features of electricity and magnetism that have puzzled scientific men. The location of the magnetic pole is on King William's island, which is farther to the west than where the pole was thought to be located. If Peary is as successful in reaching the north pole of the earth as Amundsen was in finding the north magnetic pole, science will be greatly benefitted as a result of these expeditions.

CHAPTER XVI

RESULTS OF AGITATION—WORDS THAT LIVE—SHALL WE KILL?—
TEACHERS' SALARIES—MOB VIOLENCE—THE REAL SUFFER-
ERS—TOWNSHIP HIGH SCHOOLS—A BEAUTIFUL LIFE—MAKES
THEM SICK—DOWIE HAS FALLEN—WOMAN SUFFRAGE—OUR
NATION'S CHARITY—CONVICT LABOR—SPIRIT OF HARMONY

RESULTS OF AGITATION, January 26, 1906.

IT has been by continued and persistent agitation that many of the great causes of civilization have been won and firmly established in the hearts of the people. Agitation of that which is sensational, reckless, low and degrading has a demoralizing effect, and tends to destroy civilization and human progress; but the agitation of worthy enterprises and just causes has been the means of forcing them to the attention of the public and thereby winning for them the most ardent advocates.

INDEPENDENCE

It was by agitation that Patrick Henry, James Otis, Richard Henry Lee and other revolutionary patriots aroused the American colonies to a true realization of the injustice of British tyranny and oppression, and kindled within them a spirit of patriotism that could

not be subdued. As a result of this agitation our country has grown from a few oppressed colonies, which were without political, religious or civil liberty, to a union of states comprising the grandest and most civilized nation on earth. All that we are and all that we possess as a nation we owe to the agitation of the principles of liberty and freedom by the ancestral patriots who have lived in America since the settlement of the first colony at Jamestown.

SLAVERY

It was by agitation that the curse of human slavery was driven from our land. Among the great institutions of our country the only one that darkened our fair name was that of slavery. This institution had existed so long and had become so firmly fixed in certain states that much agitation was required to create a sentiment against it sufficient to cause its abandonment or destruction. Some of the early agitators of the anti-slavery sentiment gave themselves as living sacrifices to the cause they advocated. To-day the sentiment against slavery is universal, and this sentiment was brought about by earnest and untiring agitation of the slavery question.

Among the early agitators of the cause of emancipation was Elijah P. Lovejoy who fell a martyr to the cause he advocated. He was persistent and untiring in his agitation of the cause, and finally met his death at the hands of a mob while he was defending his printing office from an attack at Alton,

Illinois, on Nov. 7, 1835. Thus he gave up his life for advocating a cause which is now universally accepted as being a just one. In recognition of this devotion to justice the state of Illinois has erected a splendid monument to his memory.

William Loyd Garrison was also very active in agitating the anti-slavery movement. Through the columns of his paper—*The Liberator*—which he published for thirty-five years, he forced the question to the notice of the public with great ability, and did much to create a sentiment against slavery. For the part he took in pushing this agitation he also suffered mob violence on more than one occasion. He continued the publication of *The Liberator* until after slavery had been abolished, then, claiming that its mission had been fulfilled, he ceased its publication in 1866.

Among the many factors that helped to create a sentiment against slavery nothing wielded a greater influence than "*Uncle Tom's Cabin*," published by Harriet Beecher Stowe in 1852. She did not agitate the slavery question in the usual way, but in the book she portrayed the bright as well as the dark side of slave life. This caused her book to be read with eagerness by the people of all sections of the country, and while they were reading it they were gradually and almost unconsciously growing into a sentiment against the institution of slavery. It is claimed, and perhaps justly, that this book did more

towards destroying slavery in our country than any other one factor. Among the other literary productions that agitated the anti-slavery sentiment were the Biglow papers by Lowell, and the anti-slavery articles and poems by Whittier.

From the early days of our government until the Rebellion the agitation of the slavery question was kept up almost continually in the halls of congress. Among the more important acts of congress relating to slavery were the Missouri Compromise of 1820, the Omnibus Bill of 1850, and the Kansas-Nebraska Bill of 1854. The first two of these were in the nature of compromises on the slavery question, while the Kansas-Nebraska Bill tended to destroy the force of the other two. All of this agitation was gradually causing the people to see the evils of slavery and was paving the way for the final struggle.

It was by these agitations that the sentiment against slavery was slowly but constantly cultivated. Finally the time came for the destruction of this great national evil. Our country engaged in one of the bloodiest civil wars known to the world. In the midst of this desperate struggle the crisis came, and the death blow was given to slavery on January 1, 1863, when the immortal Lincoln, by his famous Emancipation Proclamation, tore the shackles of bondage from nearly four millions of human slaves.

TEMPERANCE

The cause of temperance is being advanced by a

constant agitation of the evils of intoxicating drinks. This agitation is being pushed by the best societies and institutions of our land, and the results are beginning to show for good as never before. Among the societies and institutions that are agitating the temperance question are the churches, the Y. M. C. A., the W. C. T. U., the anti-saloon League, and many of our universities and institutions of learning. Besides these the individual work and prayers of almost every mother in the land are being exerted in this effort to drive the curse of intemperance from our civilization.

CHRISTIANITY

It has been by constant agitation that the barbarous conditions of the heathen and savage nations have been forced to the attention of civilized people. As a result of this agitation missionaries have been sent to all heathen lands, and the wretched barbarians are being raised from a state of heathenism and idolatry to Christian civilization and enlightenment.

EDUCATION

Agitation has been the agency through which many of the great improvements that are being made in education and agricultural lines have been brought about. The agitation of educational needs and reforms in teachers' associations of various kinds has led to the establishment of most of the excellent features in our educational system, and future advancements will come from the same cause.

HOME RULE

For many years the Irish people have been agitating the cause of home rule for Ireland. Many favorable concessions have been granted to them as a result of this agitation, and the indications are that the new Parliament will go still further in the way of granting them their long-sought home rule.

WORDS THAT LIVE, February 9, 1906.

As great and good men live in the memory of the world through countless ages by their lives and deeds, so do words live and brighten by the nobility of sentiment which they express. Some of the greatest and best men the world has ever known were not fully appreciated while they lived, but as time passes their worth shines with increasing luster. This is because they lived in advance of their age and it requires time for the world to grasp the real greatness of their lives and deeds.

So it is in a certain measure with words. It is true that some of the sublimest passages ever penned by the hand of man and some of the noblest utterances ever made by his lips have been appreciated from the time they were written or spoken. But it is frequently the case that time is required for the people to grasp the beauty and sublimity of these passages and utterances. The sentiments contained in the Declaration of Independence were not fully appreciated in 1776, and the measure itself came very near

being defeated. Time has brought a higher appreciation of its patriotic sentiments, and to-day they are deeper in the hearts of the American people than ever before.

The works of many of our greatest writers were not fully appreciated when they were first given to the public, because they were in advance of the day, and time was necessary to reveal their own worth. This is true of some of the American poets whose sweet verse and beautiful sentiments grow brighter as the years go by.

Words expressing religious or patriotic sentiments are the ones that take the deepest hold on the human heart and will live longest in our memory. Paul's speech on Mar's Hill, Christ's prayer for those who were crucifying him, and the Lord's prayer are among the passages of a religious nature that will live and brighten as civilization advances. Such expressions as "give me liberty or give me death," "liberty and union, now and forever, one and inseparable," "with malice towards none, with charity for all," thrill the heart with patriotism and can never die as long as liberty and freedom reign on earth.

Lincoln's Gettysburg speech is a striking example of words that were not fully appreciated when uttered but that will grow in beauty of sentiment as time passes. The speaker of the day was the eloquent, silver-tongued orator, Edward Everett. He lived in the Augustan age of American eloquence, and was

pre-eminently the greatest orator of his day. He delivered an oration at the dedication of the national cemetery at Gettysburg that was worthy of the occasion and the man. When Everett finished his oration President Lincoln came forward and delivered an address which occupied only a few minutes' time. This address had been hastily prepared by Mr. Lincoln while on train going from Washington to Gettysburg to attend the dedication.

At the close of the address many expressed great disappointment at it, saying that it did not do justice to the occasion or to the President. Mr. Everett however held a different opinion of Lincoln's address. He approached Mr. Lincoln and said: "I wish to congratulate you on the worth of your brief address. I would rather be the author of your few words than of my two hours oration. My oration will soon pass from memory, but yours will live through ages." These words of Mr. Everett were true, for his oration has been forgotten while the words of Mr. Lincoln will live as long as the English language is spoken."

LINCOLN'S GETTYSBURG SPEECH

"Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

"Now we are engaged in a great civil war, testing whether that nation so conceived and so dedicated, can long endure. We are met on a great battle-field

of war. We have come to dedicate a portion of that field as the final resting-place of those who gave their lives that the nation might live. It is altogether fitting and proper that we should do this.

"But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember what we say here; but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to the cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that the nation shall, under God, have a new birth of freedom, and that the government of the people, by the people, and for the people, shall not perish from the earth."

SHALL WE KILL? March 2, 1906.

A bill was recently presented in congress in which it was proposed to give physicians the legal right to administer remedies that would put an end to the sufferings of the hopelessly ill, and the helpless in body and mind. This idea was held in olden times

by the Spartans who exposed to death in battle their weaklings and cripples. New impetus has been given to the discussion of this question by Mrs. Maud Ballington Booth, of the Salvation army, who recently declared that it would be an act of mercy to give immediate and painless relief to the hopelessly ill, and the helpless in body and mind.

The people of ancient times who practiced the murder of the weak in this way surely had but little idea of the sacredness of human life. In the light of human civilization and enlightenment this inhuman slaughter of the helpless and feeble must be regarded not only as brutal, but as criminal in the highest degree. Some of those who advocate this brutal practice claim that it is the only way to rid the human race of the helpless, the imbeciles, and the insane. They forget that this would deprive the human race of the beauty of loving and caring for the weak. They forget that the greatest mission of humanity is to feed, and not put out, the sacred flame of life.

The highest calling of the physician is to prolong life and relieve pain. To this end he brings into use every new remedy and all the skill acquired by medical science and research. There is quite a difference between this high and humane calling of the physician and the practice that would make him a murderer. Should a law be passed giving the physicians the legal right to thus end the existence of the

weak and helpless, it would be destroying the doctrine of the sanctity of human life.

It may be true that extreme cases may occur where painless death would be welcomed by the sufferer, but if the physician is given the legal right to put the unholy touch upon the sacred ark of human life, who is to be responsible and answer for the consequences? This would make the physician the arbiter of life and death, and no one could entertain confidence in him. To take the lives of the weaklings would deprive the world of many who might become its most useful benefactors. Such a law should never be enacted. Society makes the weaklings, the helpless, and the insane, and society should be responsible for their care and protection.

TEACHERS' SALARIES, March 2, 1906.

The salaries of teachers in all grades of our public schools ought to be increased. It is true that some teachers perhaps are not earning their present salaries, but this is not true as a whole by any means. Teachers receive a smaller compensation for their work than is paid in almost any other profession or line of activity. Most classes of manual labor demand better wages than teachers receive. This fact alone is taking many teachers from the profession, and their places must be supplied usually by young and inexperienced teachers. The salaries of teachers should be sufficiently increased to hold the best talent

in the work and give them a just competency for their labors.

At a recent meeting of the board of education of St. Louis, a resolution was passed to raise the salaries of the teachers in all the grades up to the high school. This was a just recognition of the merits of the teacher's work, and showed a disposition to pay the worth of it. When this spirit prevails throughout our country, and teachers are paid a salary in harmony with the advances in all other lines of activity, we will see more professional teachers in our schools and a betterment of their conditions.

MOB VIOLENCE, March 9, 1906.

On February 19, Charles Coleman, a negro of Shreveport, assaulted and murdered little Margaret Lear, a white school-girl 15 years old, while on her way from school. Coleman was promptly arrested and an infuriated mob was assembling for the purpose of lynching the brute, when Governor Blanchard appeared on the scene and quieted the mob by promising that the murderer should have a speedy trial. Governor Blanchard ordered the immediate convening of the Criminal Court and himself sat in the courtroom throughout the entire trial. The court convened on Feb. 24, and within four hours the trial was completed, Coleman convicted of murder and sentenced to hang March 1.

All who believe in stamping out this blackest of

crimes must heartily endorse the authorities in meting out legal justice to Coleman. On the day of the little girl's funeral the indignation of the public ebbed to the highest pitch, and it was only by the presence of the Governor and the promise of an immediate trial that the mob spirit was allayed. If heinous crimes were always promptly and severely punished there would be less of the mob spirit existing in all parts of our land.

Mob violence is not to be tolerated under any circumstances, as it only adds another crime to the one already committed. Yet it is a fact that long delays and slow processes of law in dealing with crime are responsible for a great deal of mob spirit that exists to-day. It is true that punishment should not be inflicted with such haste as to deprive the accused of an opportunity to establish his innocence, neither ought just punishment to be delayed when guilt has been positively established. The mob is moved to action partly because of fear that just punishment will not be inflicted on the perpetrator of a dastardly crime.

Only a short time ago some of the officials and guards of the prison at Jefferson City, Missouri, were foully murdered by three convicts who were attempting to escape. These murderers were tried for the crime, the jury failed to reach a verdict, a new trial was set for a future date, and justice was delayed. Johann Hoch, the noted wife murderer whose guilt

was established beyond a doubt, secured many delays of justice before he paid the penalty for his crimes. When he was first sentenced to hang, and the day of execution arrived, some unknown person furnished the necessary money to carry his case to the Supreme Court and his punishment was delayed. He was again sentenced to hang and when the day of execution arrived two other postponements of a few hours each were made before he was executed. Such delays of justice as these have done a great deal to create the spirit of mob violence throughout the country.

THE REAL SUFFERERS, March 9, 1906.

Much anxiety has been felt for the past month or more relative to the threatened coal strike April 1. Many efforts have been made to settle the difficulties between the miners and operators with varying prospects of success, and at present there is much uncertainty as to the final outcome. Both parties have expected the conflict to come and have prepared themselves for it. The operators have been pushing their mines to their fullest capacity and have laid up an enormous supply of coal at various points. The miners have also been preparing for a long siege. They have their treasury in splendid condition, and are no doubt able to withstand a more extended contest than ever before.

While the operators and miners appear to be in readiness for the strike, the general public has no way

of preparing for it, or of defending itself against the demoralizing effect that it will certainly bring upon the general business of the country. If the strike should come the operators would advance the price of coal sufficiently to protect them from loss, the manufacturers would raise the prices of their products for protection, and the unprotected public alone would be forced to submit to the injuries of the strike and pay the costs. The miners are demanding a small advance on their wages, and they have certain means of enforcing their demands. But the general public is unprotected, has no demands to make for itself, and has no means of enforcing demands should it make any.

No doubt that miners and operators both have rights that ought to be respected, and grievances that ought to be adjusted, but in the adjustment of these difficulties by a continued strike it is the public that must stand quietly by, suffer the paralyzing effects of the conflict, and foot the bills for the disaster brought about. As the public is the real sufferer in all conflicts between capital and labor, it should be the public sentiment to settle all difficulties of this character by compromise, arbitration, or some other means that will not detail such distress to our country. It is the growing policy of civilization to settle national and international difficulties by quiet means, and it is to be hoped that the time is approaching when all labor difficulties will be settled in the same manner.

TOWNSHIP HIGH SCHOOLS,

March 16, 1906.

The central examinations this year have been attended by a larger number of pupils than in any previous year, and more pupils have passed the required grades than ever before. This speaks well for the educational interests of our public schools and shows that the work of the grades is in a condition that is leading to good results. If the final examination is attended by all who passed in the centrals, and with as good results, the county graduating class this year will be much larger than ever before.

These examinations and county graduating exercises are doing much in the way of creating an aspiration among the youth of our country for a higher education, and are thus causing many of them to enter high schools, normals, colleges and universities after they have completed the work of the grades. A sufficient number of township high schools should be established to meet the needs of all pupils who finish the work of the grades, so that they would have the advantages of high school work at home. All the aspiring boys and girls of our public schools are worthy of the very best of high school privileges, and it is our duty as parents and citizens to provide sufficient high schools for such pupils.

The two townships in which Marion is located have a golden opportunity of joining in the erection of a township high school that would offer sufficient

high school privileges to all pupils in the two townships who complete the work of the grades. This opportunity should not be lost, but every parent and all friends of education should use their best efforts to secure the establishment of the school. High school privileges should be equalized as far as possible, so that pupils in the rural schools who complete the grades may enjoy equal high school advantages with the pupils of cities and towns.

The citizens of Marion and the two townships should not sleep on their rights and miss this splendid opportunity of promoting the cause of education, but should heartily join in the enterprise and erect a township high school building that would stand up as a lasting monument to the enterprise, intelligence and wisdom of a progressive people. Many other counties in Illinois are erecting, and preparing to erect, township high schools, and Williamson county should not be found in the rear. Give our boys and girls high school privileges at home.

A BEAUTIFUL LIFE, March 23, 1906.

A beautiful life went out last week when Miss Susan B. Anthony's earthly career came to a close. For more than half a century she had been actively and earnestly engaged in promoting the cause of woman suffrage, and had done more for this cause than any other woman of America. Besides her labors in the interest of woman suffrage, she also took

an active part in the cause of temperance, and various other reforms for the uplifting of the human race. She was of a deeply philanthropic and religious nature, and with a courage prompted by a deep sense of duty, she did not falter in her labors until death called her from her earthly career to her reward.

Among the brilliant names that are to adorn the pages of history through future generations, none will shine with a brighter luster than those of Susan B. Anthony, Frances E. Willard and Clara Barton. These three noble women, though laboring in somewhat different causes—Miss Anthony in the cause of woman's rights, Miss Willard in the cause of temperance, and Miss Barton in the cause of philanthropy—united their efforts in the common cause of humanity, and their heritage is the love and admiration, not alone of the American people, but of all the civilized nations of the earth.

The cause for which they gave their lives was not a selfish one, but it was for the good of the entire human race. What a contrast between the lives of these sainted women and the lives of a Rockefeller, a Carnegie, or a Vanderbilt! One a life of sacrifice and true devotion to the uplifting of the lowly, the needy, and the unfortunate—the other a life of personal greed and selfishness devoted to the accumulations of vast millions by oppressive and dishonest business methods. When the names of Rockefeller, Carnegie, and Vanderbilt have faded into oblivion, the names

of these devoted women will stand out as beacon lights among the world's great benefactors.

Miss Anthony had devoted all the energies of her life to the cause of woman suffrage and the betterment of the conditions of her sex, but died just as the dawn of her hopes and ambition began to break upon our civilization. She often expressed a desire that she might live to see the cause for which she had devoted her life become a fixed policy of our national institutions. Just before she passed away she said to those surrounding her bed: "To think that I have had more than 60 years of hard struggle for a little liberty, and then to die without it seems hard."

It does seem hard for one who has devoted a life to a great cause to be called away before realizing the blessings which the cause would bring to humanity. But God knows best. Moses was allowed to look upon the land of Canaan, but he gave up his life without entering into it. Abraham Lincoln laid down his life just as the black clouds of war were clearing away, and the light of peace was breaking upon a nation that he had saved. So it was with Susan B. Anthony—she died just as the earliest rays began to dawn upon the cause for which she had given her life.

MAKES THEM SICK, March 30, 1906.

John D. Rockefeller has been in seclusion for the past few weeks at Lakewood, N. J., and he has been

using his utmost efforts to avoid being called before the Standard Oil investigation. A heavy guard is kept constantly in services about his premises to intercept the approach of any intruders, and three electric search lights of immense size are so arranged as to cover the principal thoroughfares leading to his home, so that intrusions may be detected at night. With all this care to protect his person from attack and injury, he can not evade the attack that the public is making on the business methods by which he has accumulated his millions.

It has been rumored frequently of late that Mr. Rockefeller is suffering from a serious mental condition, and H. H. Rogers, his business manager of the Standard Oil Company, has made an effort to have him excused from appearing before the Hadley investigation, claiming that his health is too delicate to stand the ordeal through which a rigid investigation would necessarily carry him. It is worthy of note that other oil magnates have claimed ill health as a means of evading or postponing their appearance before Mr. Hadley.

H. Clay Pierce, after being compelled to testify before the special commissioners, became suddenly ill and sent Dr. Bond, his physician, before the commission to certify that he was too unwell to continue his testimony, and the proceedings were postponed. Charles M. Adams, secretary-treasurer of one branch of the Standard Oil Company, has not only been very

sick since he was called before the investigation, but his memory appears to be in a very poor condition, as he was not able to remember many of the simplest affairs in connection with the business of the company.

It is no wonder that the health of these men is becoming somewhat impaired since Attorney General Hadley has plunged so deeply into the illegal business methods that they have been employing for years. No doubt their health and memory would return if the investigation should cease. It was the searching investigation of the legislative committee into the business affairs of the New York Life Insurance Company that caused the resignation of its president, John A. McCall, and brought on his physical breakdown which finally resulted in his death.

DOWIE HAS FALLEN, April 6, 1906.

John Alexander Dowie, founder of the "Christian Catholic Church of Zion," and the self-styled divine apostle—"Elijah II"—has seen his star set in darkness. The whole church, of which he has been the exclusive head and leader, has turned with an outbreak of rage upon the aged chief, deposed him as leader, and has chosen a new ruler in the person of Wilbur Glenn Voliva.

His overthrow was accomplished last Monday when Overseer Voliva, who holds a power of attorney from Dowie, went to Waukegan, the county seat of Lake

county, in which Zion City is situated, and filed for record a warranty deed transferring to Deacon Alexander Granger all the real estate held by Dowie in Zion City.

Voliva also executed a bill of sale to Deacon Granger, putting him in legal possession of all the personal property of Dowie, including his horses and carriages, books, and even his beds and other household goods. His wife and son even joined in the move that dethroned the Zion chief and placed Voliva at the head of affairs. When all of this had been done the following telegram was sent to Dowie to inform him of the situation at present:

"Dowie, Ocotlan, Jalisco, Mexico.—Telegram received here and Chicago. Practically all, including Cincinnati representatives, indorse Voliva's administration, Speicher's reinstatement, Granger's retention, emphatically protesting against your extravagance, hypocrisy, misrepresentations, exaggerations, tyranny and injustice.

"You are hereby suspended from office and membership for polygamous teaching and other grave charges. See letter. Quietly retire. Further interference will precipitate complete exposure, rebellion, legal proceedings.

"Your statement of stupendously magnificent financial outlook is extremely foolish in view of thousands suffering through your shameful mismanagement. Zion and creditors will be protected at all costs."

The cable dispatch was signed by W. G. Voliva, general overseer; William Hamner Piper, overseer for Chicago; Harry Eugene Cantel, overseer for United Kingdom; Harvey D. Brasefield, vice president Zion University; Overseer John Excell, general ecclesiastical secretary, and John G. Speicher, overseer for Zion City.

Thus the founder of the most remarkable religious movement of modern times has been dethroned as its leader, and repudiated by those who have stood by him since the founding of his religion. He has been denounced by his wife, deserted by his son, and branded as a fraud by the whole church that he founded. As a fraud and an impostor John Alexander Dowie will go down in history as a man without an equal.

WOMAN SUFFRAGE, May 11, 1906.

The subject of woman suffrage is receiving more serious attention at present than at any time within the last half century. Political suffrage has been extended to women in quite a number of states to the extent of voting in all classes of school elections, or holding any of the school offices. In some states it has been extended even farther than to school matters and the tendency seems to be in the direction of a farther extension. In Colorado, where woman suffrage has been granted, it is shown that the women are not office seekers, nor do they take an active part

in mere partisan politics, showing that they are not politicians in the ordinary sense.

While the women take no active part in partisan questions, they are deeply interested in all questions pertaining to morality, education, charity, and the general welfare and uplifting of the human race. If woman suffrage should become universal it would add new force and interest to these important questions, and thus radical partisan politics would be somewhat equalized. There appears to be no just reason for the claim that suffrage would lower the standard of womanhood, or that the women would be less dutiful in their domestic relations.

OUR NATION'S CHARITY, May 4, 1906.

Twenty million dollars to the sufferers of stricken San Francisco within one week after the terrible disaster tells the story of American charity. The spirit of genuine charity was shown not alone by the vast amount of money, food and clothing that poured into the demolished and devastated city, but also by the promptness with which the assistance was given. Scarcely had the trembling of the earth ceased before different cities, communities and organizations were taking definite steps to hasten assistance to the sufferers, and before the devouring flames were subdued a sufficient amount had been received to supply the immediate needs of the destitute. . . .

Never before in the history of our country has a

disaster of such magnitude befallen an American city, and never before has assistance been so prompt, generous and universal. While the thousands, rendered homeless, were bowed down in grief over their misfortune they were deeply touched by the promptness and generosity of a nation's charity coming to them in time of such great need. Although the hand of nature destroyed their homes and robbed them of loved ones, the hand of charity did much to soothe them in their sorrow and cheer them in the hour of gloom.

A noticeable feature of the donations was the large amount given by private firms and individuals. These donations were numerous and many of them were extremely liberal, varying from \$5,000 to \$100,000 each. This tells in unmistakable terms that the spirit of wealthy firms and individuals is not all avarice and greed, but that many of them possess an abundance of genuine benevolence and charity. The promptness with which Congress appropriated \$2,500,000 shows to the world that American charity is a national principle as well as an individual one.

The contributions from Charleston, Chicago, Galveston, and Baltimore were liberal and prompt. Charleston once suffered a similar disaster, Chicago and Baltimore have passed through their baptism of fire, and Galveston was almost wiped out of existence by the angry waves. These cities have not forgotten the help that was extended to them at the time of

their disaster. When the disaster befell San Francisco, and the appeal went out for help, it touched a responsive chord in those cities, and, moved by the impulse of both gratitude and charity, their responses were prompt and generous. This great calamity has called forth the deepest sympathy from all sections of the country, and thus another link has been welded to the chain of circumstances that binds us together in one general, national brotherhood.

San Francisco, the pride of the Pacific coast, will rise again. From the ruins will quickly spring up more beautiful and stately buildings than those demolished by the earthquake or devoured by flames. While the walls were still crumbling and falling, the irrepressible American energy asserted itself, and plans were being drawn for the erection of buildings more costly and commodious in all parts of the city. It is only a matter of a short time until out of the ruins of the old city will arise a more beautiful and magnificent one as a memento of American enterprise and progression.

CONVICT LABOR, April 27, 1906.

Justice seems to demand a change in the convict labor laws of our country, or at least a change in the manner of utilizing the proceeds of such labor. All the states have a similar plan of utilizing the earnings of convicts—to increase the state incomes—thus making a money-making proposition out of their

penitentiaries. Where the contract system in working convicts is in use the prisons are not only self-sustaining, but are even producers of considerable revenue.

Statistics establish the fact that nearly all the convicts in the state prisons are poor men, many of them having helpless families dependent upon them. When these men are thrust into prison the state gets the income for their labor, and their families are left in a helpless condition, and can starve as far as the law is concerned. It is the policy of law to punish the guilty, and to protect the innocent. While these guilty persons are being punished, their innocent families are compelled to suffer untold hardships and privations. This unjust punishment of women and children could be partly alleviated by allowing a part of the earnings of the convicts to be used to furnish their families with necessary food and clothing.

It is true that the prosecution of crime and the conviction of criminals is expensive, and costs the states vast sums of money, and it is entirely just that a considerable part of the earnings of convicts should be used as a means of helping to defray the expenses of the prosecution. But at the same time their innocent families have just claims that ought to be recognized. It would only be justice to allow a part of the income from the labor of convicts to be given to their dependent wives and children, and thereby avoid the unjust punishment of the innocent.

The fact that the convicts in the state prisons are nearly all poor men and women does not denote that crime is confined to this class by any means. Records show that crimes are constantly being charged to people of wealth and influence, but only a limited number of these are convicted. That they are guilty there is but little doubt, but by some means they escape conviction and are allowed to go free. On the other hand when the poor are brought to trial for a crime, they have no money to use in securing their acquittal, and generally submit to conviction with but little protest, and in this way their innocent families are forced to suffer unjustly. The convict labor law ought to be amended for their benefit.

SPIRIT OF HARMONY, April 20, 1906.

The feelings of bitterness and enmity between the North and the South, that resulted from the terrible conflict of the 60's, is fast disappearing from our American civilization, and the spirit of reconciliation and harmony has become almost universal in all sections of our country, and among the veterans of both armies of the great Civil War. During the forty years that have gone by since the close of that mighty struggle many things have occurred to bring about this spirit of harmony and make us a reunited people with no North, no South, no East, no West, but a common country with common interests, occupying the most exalted position among the nations of earth.

Among the causes to bring about this harmony is the intermingling of the people in business and social life. Business relations and business interests have caused millions of people from the North to make their homes in the South, while the same relations and interests have caused millions of people from the South to make their homes in the North. In a measure the North has become peopled by Southerners, and the South has become peopled by Northerners. This has done much to wipe out the passions and prejudices that once existed.

Again our railroads and numerous waterways connecting the North and South furnish such abundant facilities for travel that all the healthful climates and locations have become the common heritage of the people of all sections. These traveling facilities induce many of the Northern people to spend their winters in the South, and many of the Southern people to spend their summers in the North. This constant mingling between the North and South has been a great factor in effacing the local prejudices of former days.

The Spanish-American war did much to restore the feeling of harmony and brotherhood between the North and the South. In this war many of the northern and southern veterans who had faced each other in desperate conflict during the Civil War now fought side by side, under the same flag, and gave their blood and lives alike for one common cause.

Generals who had marshaled their hosts against each other in deadly combat during the Rebellion now led their armies together against a common enemy. The changed conditions of our country have brought about this spirit of harmony and reconciliation.

Corporal Tanner, commander-in-chief of the Grand Army of the Republic, encourages this spirit of harmony in his orders to all G. A. R. posts, regarding the exercises to be conducted on Memorial day, May 30. In General Order No. 7, on this subject, he says:

"We have been observing this day ever since our beloved Logan instituted it in 1868.

"This year comrades are crossing the broad river at the rate of 5,000 a month, 60,000 a year. Soon the great majority will be sleeping their last sleep, and it is our privilege now, as it has been for so many years, to pay loving tribute to their memory by decorating their graves with flowers.

"I am performing my solemn duty when I ask all to assist in this loving service.

"Upon department and post commanders the duty rests of attending to the fitting observance of Memorial day. Welcome all auxiliary and allied organizations, encourage school children to attend, and assist and secure speakers who, in clear and eloquent language, will teach the lessons of patriotism for which our comrades gave their last full measure of devotion.

CONFEDERATE DEAD

"Thirty years ago, when I was department com-

mander of New York, in a Memorial day order I suggested to my comrades of New York that wherever from Montauk Point to Buffalo any Confederate soldier had found sepulcher among us, I trusted that when we went out to laurel the graves of our Union dead, that our common American manhood would prevent us passing by the graves of our former opponents without dropping thereon some floral remembrance.

“‘Not,’ I said, ‘in honor of their cause, for that we opposed, fought and conquered, but because we who met them on the field of battle know that braver men or better soldiers have not been known since men were first marshaled in battle array.’

“We were then scarce a dozen years away from Appomattox, but the suggestion seemed to meet with very general approval. To-day, to the order at large I now confidently make the same suggestion.

STANDARDS RETURNED

“We have returned the battle standards of the dead Confederacy to those who treasure them as sacred mementoes of their loved ones who died under them. The congress of the United States has just unanimously voted \$200,000 to care for the graves of those dead, and the heart of the nation has said with great unanimity: ‘It is well.’ Unitedly we march along the highway of nations, the world applauding, our conscience approving.

“If mothers of the South still sit, like Rachel of

old, weeping for their children and refuse to be comforted because they are not, let the news go down to them that on our most sacred day we feel it a privilege to stand in the place of our far-distant kinsmen, and lovingly mark the last resting place with God's sweetest emblem of peace—flowers.

"The old flag has been rebaptized since 1865 with the blood of the North and the South alike, and the ship of state is securely anchored for all time."

The order closes with a quotation from Lincoln's address at Gettysburg, which it is directed shall be read at all Memorial day exercises.

The literature of a nation wields a great influence over its citizens and is the leading power in moulding public sentiment. The writings of William Lloyd Garrison, Elijah Lovejoy, James Russell Lowell, and especially Mrs. Harriet Beecher Stowe in *Uncle Tom's Cabin*, did more to create a public sentiment against slavery than all other forces combined. Since the close of the Civil war much of the literature of our country has been of a conciliatory nature and has done much to cultivate the spirit of harmony. A good example of this class of literature is the following poem by F. M. Finch, which was suggested by the action of the women of the South who, in decorating the graves of the Confederate soldiers, scattered flowers impartially on the graves of the soldiers who wore the gray and those who wore the blue.

THE BLUE AND THE GRAY

By the flow of the inland river,
 Whence the fleets of iron have fled,
Where the blades of the grave-grass quiver,
 Asleep are the ranks of the dead;
Under the sod and the dew,
 Waiting the judgment day;
Under the one, the Blue,
 Under the other, the Gray.

These in the robings of glory,
 Those in the gloom of defeat,
All with the battle-blood gory,
 In the dusk of eternity meet:—
Under the sod and the dew,
 Waiting the judgment day;
Under the laurel, the Blue,
 Under the willow, the Gray.

From the silence of sorrowful hours,
 The desolate mourners go,
Lovingly laden with flowers,
 Alike for the friend and the foe:—
Under the sod and the dew,
 Waiting the judgment day;
Under the roses, the Blue,
 Under the lilies, the Gray.

So, with an equal splendor,
 The morning sun-rays fall,
With a touch impartially tender,
 On the blossoms blooming for all:—

Under the sod and the dew,
Waiting the judgment day;
Broïdered with gold, the Blue,
Mellowed with gold, the Gray.

So, when the summer calleth,
On forest and field of grain
With an equal murmur falleth
The cooling drip of the rain:—
Under the sod and the dew,
Waiting the judgment day;
Wet with the rain, the Blue,
Wet with the rain, the Gray.

Sadly, but not with upbraiding,
The generous deed was done,
In the storm of the years that are fading
No braver battle was won:—
Under the sod and the dew,
Waiting the judgment day;
Under the blossoms the Blue,
Under the garlands the Gray.

No more shall the war-cry sever,
Or the winding rivers be red;
They banish our anger forever
When they laurel the graves of our dead!
Under the sod and the dew,
Waiting the judgment day;
Love and tears for the Blue,
Tears and love for the Gray.

The following editorial, appearing in the Carrier Mills Student,—my school journal—in August, 1918, very forcibly presents the spirit of harmony now existing between the North and the South.

THE BLUE AND THE GRAY

THEN AND NOW, August 1, 1918.

A little more than a half century ago General Ulysses S. Grant, in uniform of Blue, standing for the cause of the North, and General Robert E. Lee, in uniform of Gray, standing for the cause of the South, under different flags were facing each other in deadly conflict on the battle fields of our own country.

To-day Lieutenant Ulysses S. Grant and Lieutenant Robert E. Lee, grandsons of the opposing Generals of the 60's, are wearing the same uniform, marching under the same flag, and are fighting side by side on the battle fronts of France for the common cause of freedom for all the civilized world.

Not only are these two noble young Americans there, but over a million more of the descendants of the Blue and the Gray are there also, fighting together for the same righteous cause. What a change of sentiment between THEN and NOW! The old sectional strife between the North and the South has been replaced by a spirit of harmony, and to-day there is only one heart beating in the nation's breast. This expression of a re-united North and South is

most beautifully pictured by George M. Mays in the following short poem on "The Blue and the Gray."

Here's to the Blue of the wind-swept North,
As they meet on the fields of France!
May the spirit of Grant be over them all
As the sons of the North advance!

Here's to the Gray of the sun-kissed South,
As they meet on the fields of France!
May the spirit of Lee be over them all
As the sons of the South advance!

Here's to the Blue and the Gray as one,
As they meet on the fields of France!
May the spirit of God be over them all
As the sons of the flag advance!

CHAPTER XVII

SELLING VOTES—SOUTHERN ILLINOIS NORMAL—ANDREW CARNEGIE--POWER OF THE PRESS--STATUE OF LIBERTY--QUITE A DIFFERENCE—SENATOR O. H. BURNETT—LET US HAVE PEACE—SPELLING REFORMS—ROOSEVELT AND BRYAN—FROM SENATE CHAMBER TO PRISON CELL—EVADING JUSTICE—SHORTAGE OF TEACHERS—OUR HIGH SCHOOLS—EDISON'S ACHIEVEMENTS—SOUTHERN SYMPATHY—SCHOOL CONSOLIDATION—VALEDICTORY—A VACANT CHAIR

SELLING VOTES, June 1, 1906.

THE White county grand jury has returned indictments against more than fifty voters on charges of selling their votes at the recent elections. On learning that boodling had been quite common the States Attorney had thorough investigations made in each of the townships, requiring the candidates to reveal the names of voters who had taken money for their votes. The investigation was a sweeping one and created quite a sensation. When the report of the grand jury was made public it was disclosed that some of the best known men of Carmi and White

county would be forced to answer to the charges of selling their votes. It is time for such political rotteness to be crushed, and every American citizen who loves pure government and political freedom should use every available means to drive the abominable curse from our land.

It is becoming a common thing that the result of an election does not reveal the true sentiment or choice of the people. Political methods are becoming so corrupt that in many cases the result of an election, instead of denoting the real choice of the voters, reveals the power and ability of the candidates to buy votes. The authorities of White county are to be congratulated on their efforts to purify political methods. He who would barter away his political franchise is more dangerous to the stability of our government than the highway robber or the midnight assassin, and he who would buy, or attempt to buy the votes of such persons is but little better. The penalty for such violations should be severe, and every person who is proven guilty should be punished to the full extent of the law.

SOUTHERN ILLINOIS NORMAL, June 8, 1906.

Commencement exercises of the Southern Illinois Normal University at Carbondale this week marked the close of one of the most prosperous years in the history of this splendid school. For the past third of a century this institution has been offering the

best opportunities, not only to the aspiring young men and women of Southern Illinois, but those of the entire state and nation. This school, which is the pride of Southern Illinois, has enjoyed a remarkable growth since its organization, and it now ranks among the leading Normals in the United States. It has been the aim of the management to keep the school abreast of the times and up-to-date in every particular, and so well has this been done that of each year it could be truthfully said, "better than the last."

HISTORICAL

The bill authorizing the establishment of the Southern Illinois Normal University was passed in 1869. Among the rival towns for securing the location of the school were Carbondale, DuQuoin, Centralia and Carlyle. The prize was won by Carbondale, the work of erection soon began, and the impressive ceremonies of laying the cornerstone by Harmon G. Reynolds, Master of the Masons of the State of Illinois, were witnessed on May 17, 1870, by an immense throng of people, among whom was the writer.

The work of erection moved rather slowly, many delays occurring to impede the progress of the work. Chief among these delays was that caused by the death of the contractor, Mr. J. M. Campbell of Carbondale. Mr. Campbell lost his life by the falling of a heavy timber while he was superintending the

work of erection. The original contract was let for the sum of \$225,000 but on the death of Mr. Campbell a commission was appointed to complete the work, and this change increased the cost above the original contract, the total cost being about \$275,000.

The commission completed the building in June, 1874, and on July 1 it was dedicated to the cause of education with appropriate exercises. Among the speakers on the dedication program was Dr. Charles H. Fowler, the President of the Northwestern University, afterwards a Bishop in the M. E. Church. Dr. Richard Edwards, President of the only Normal school in Illinois at that time, was also present and delivered an address that is still remembered for its force and beauty by those who heard it.

The work of the school commenced with a short summer session of six weeks, following immediately after the dedication of the building, but the first regular annual session did not open until September, and ended in June, 1875. During this first year the enrollment reached nearly 400 pupils. This large enrollment for the first year was quite gratifying to the management, and demonstrated the fact that there was a pressing demand for such a school in Southern Illinois.

The following teachers constituted the first faculty of the school: Robert Allyn, who was President of the school, Charles W. Jerome, Cyrus Thomas, Daniel B. Parkinson, James H. Brownlee, Granville F. Foster,

Alden C. Hillman, Martha Buck, Julia F. Mason. Enoch A. Gastman and Hon. Andrew D. Duff were elected as members of the first faculty but did not accept the positions offered them. Of the original faculty, two still remain with the school—Miss Buck, teacher of English grammar, and Dr. Parkinson, who has been President of the University since 1898. What a record for Dr. Parkinson and Miss Buck! Thirty-two years of continuous work in the same school, with usefulness still unimpaired, is indeed a brilliant record.

The school continued to grow in size and usefulness until Monday, November 20, 1883, when the beautiful structure, which had been the pride of Southern Illinois since its founding, was entirely destroyed by fire. The destruction of the building caused only temporary delay in the work of the school. Churches and other buildings were immediately secured for the use of the school, and within two days after the fire the regular class work was being conducted. A frame structure of sufficient size to accommodate the school was immediately erected by the citizens of Carbondale as a temporary home for the school, and within two months after the fire classes were again in a very comfortable building on the campus.

In June, 1885, a bill was passed appropriating a sufficient amount for rebuilding the Normal, and in February, 1887, the building—more stately and

commodious than the one destroyed by fire—was received by the Trustees, appropriately dedicated, and immediately occupied by the pupils and teachers. Since this two other splendid buildings have been erected on the campus, the science building and library. The S. I. N. U. is now one of the best equipped Normals in the country.

The school is endeavoring to meet all the needs of the teachers in our public school, and as a means to this end special summer sessions were instituted a few years ago, and these are being very largely attended. These midsummer terms offer splendid opportunities to teachers who are unable to attend the regular sessions of the University, yet wish to have a general review of work after the close of their regular winter schools. Teachers wishing to take such a review can not do better than to enter the summer term of the Southern Illinois Normal University.

ANDREW CARNEGIE, July 13, 1906.

Much has been said and written for the past few years relative to the business methods of Andrew Carnegie. This "captain of industry" has accumulated his countless millions, has retired from active business operations, and is now devoting his time to the distribution of his immense wealth. By some it is claimed that he accumulated his vast wealth by unjust, illegal or questionable business methods, while

others hold that it was obtained by his push, energy, and shrewd business ability.

Whatever may be said regarding the methods by which he has filled his coffers, it is a matter of history that he is doing the world some good in the way he is distributing his wealth. While Mr. Carnegie was actively engaged in the steel manufacturing business he recognized the dignity of labor and rewarded his employes by giving them a part of the income of his business besides their regular wages. In this way he distributed a portion of his wealth among the laborers whose work produced it. This plan had the tendency to make the interests of the employer and employe mutual, and this is perhaps the best way to avoid labor difficulties.

Among the means of wealth distribution by Mr. Carnegie are the awarding of prizes and medals for heroic and humane deeds, the endowing of colleges, universities, and other institutions of learning, but the founding of public libraries is perhaps his greatest "hobby," and he has given over \$100,000,000 for this alone. His plans of library founding have been so modified that it is possible for any town with a population of 3000 or 4000 to secure a good public library.

On last Friday evening while in Centralia as members of the Johnston City delegation to ask for the S. I. Soldiers Reunion for our city this year, the editor of the INDEPENDENT and Prof. J. W. McKinney

visited the Carnegie library of that city for the purpose of gathering data relative to its establishment, the kinds of books and periodicals contained in its shelves, and the amount of interest and pride taken in it by the public.

We found the building to be an imposing two-story structure, built of red pressed brick and trimmed with gray stone. The building is located in the center of the beautiful city park and was erected in 1902-1903 at a cost of \$20,000. The building was erected by Mr. Carnegie as a gift to the city with the provision that an annual appropriation of \$2000 be made by the city for the purpose of caring for the building and grounds and increasing the number of books. In the establishment of all his libraries Mr. Carnegie requires the cities or towns that get them to make an annual appropriation for their support equal to one-tenth of the cost of building and material furnished by himself.

The interior arrangement is a most excellent one for library purposes and is very inviting in every way. The reading rooms are large, well furnished and well lighted, and the books, magazines, and periodicals of all kinds are so arranged as to be easy of access to those who wish to read in the building. We examined the catalogue of the books contained in the library and found that the collection consisted of the very best class of American and English literature, standard histories, good reference books of all

kinds, and the best magazines and periodicals of the day.

The librarian informed us that the library contained about 4500 volumes, besides the magazines and journals. She said that the books were kept in almost constant use, and that the reading habit was growing rapidly among the people of the city and surrounding community. What a blessing to the young people of our country to have environments and privileges thrown around them that will lead them to the formation of correct and useful habits of life, especially the habit of spending their leisure hours in reading good books. When we think of what Carnegie has done for the cause of education in the way of endowing institutions of learning and establishing libraries throughout the land we can not help realizing that he has not lived and labored for himself alone, but that the world has been made better for what he has done for others.

The effects of the Centralia library are not confined to the formation of correct reading habits among the people of the city and surrounding country. Just three blocks east of the public library stands a splendid Township High School building. We visited this structure and found that it was erected in 1904, less than two years after the founding of the library. The sentiment created and cultivated by the establishment of the library doubtless resulted in the building of the Township High School at that place.

One of the great needs in our public school system to-day is a sufficient number of Township High Schools to offer higher educational privileges at home to the aspiring boys and girls who complete the work in the grades. These Township High Schools are springing up all over our country because there is a pressing demand for them, and it is only a matter of time until they will be found in every county and almost every township in the state.

Johnston City and the two adjoining townships should have such a Township High School and such a library as Centralia has. Our city could easily make necessary annual appropriations to secure and maintain a library, and the two townships could join in building a Township High School sufficiently large to accommodate all the pupils of both townships who want high school work. As there is not a Township High School in Williamson county the erection of one at Johnston City, or in the near vicinity, would be of great value, not only to our town and adjoining townships, but to the whole county.

POWER OF THE PRESS, July 20, 1906.

The power of the press and the triumph of justice have been demonstrated in a most emphatic manner in the celebrated Dreyfus case which terminated last Friday when the French parliament passed a law restoring him to the army by a vote of 473 to 42. The law not only restores him to the army but

promotes him from the office of captain to that of major.

More than twelve years ago captain Alfred Dreyfus, who stood high as an officer in the French army, incurred the envy and hatred of his superior brother officers who combined to bring about his downfall and overthrow. He was formally charged with treason, tried by a court martial that lasted for many weeks, convicted of the charge and sentenced to be degraded by the breaking of his sword in the presence of the army officers, and was banished to Devil's island for the remainder of his life.

During the trial, and after sentence was pronounced against Dreyfus, a few journals championed his cause and claimed that his conviction was the result of a military conspiracy, and that the evidence upon which he was convicted was not reliable. About one year after his trial and banishment one of the leading journals of the day published and circulated a pamphlet in which the evidence of the trial was reviewed, and the claim was made that the evidence was flimsy and contradictory, and that Dreyfus was innocent of the charge of treason.

This pamphlet and the few journals that stood by the cause of Dreyfus did not turn the tide of public opinion in his favor to any considerable extent, although they enlisted the sympathy and interest of the most thoughtful men in public and private life. Finally a document was discovered that connected

Esterhazy with the affair in such a way as to indicate that a conspiracy existed and that Dreyfus was innocent. It was then that the great journalistic campaign for justice to Dreyfus began, and such was the power of this campaign of the press that he was recalled from exile, and in a new trial the sentence of banishment was removed, and Dreyfus was allowed to return as a citizen of France, yet his position in the army had not been restored.

During the second trial the power of the press was so great that the anti-Dreyfus fabric of conspiracy was detected and destroyed, some of the leading conspirators themselves were driven to suicide, and in a measure Dreyfus stood vindicated before the world. Still the press was not satisfied and clamored for a complete vindication, and the result is that one who had suffered expulsion from the army and banishment from his native country has been fully restored to civil and military rights, and has even been promoted in military position. To-day Alfred Dreyfus stands higher in the eyes of the world because of the injustice he has suffered, and he owes his complete vindication and restoration to the influence of the press.

Colonel Picquart was closely identified with the Dreyfus case and his destiny has been somewhat similar to that of Captain Dreyfus. It was Picquart who first discovered the proof of a conspiracy and pointed out the errors of the trial that convicted Dreyfus.

For the active part he took in the trial he was severely censured by the military authorities and his promotion in the army was forbidden. The press rallied to his support and the result has been that he is restored to his former standing, and the act that promoted Dreyfus to the position of colonel also promoted Picquart to the position of brigadier general by a vote of 477 to 42.

Thus has truth triumphed and justice been vindicated again through the mighty power of the press. Truly can we say that "the pen is mightier than the sword."

STATUE OF LIBERTY, July 27, 1906.

During its recent session Congress appropriated the sum of \$62,000 to be spent in putting into thorough repair the Statue of Liberty in New York harbor. This statue is one of the greatest points of interest in the New World. It is said that the idea of rearing such a work had its origin in the mind of M. Bartholdi, a Frenchman of note, who visited this country in the year 1871, after the defeat of France by Germany in the great Franco-Prussian war. Depressed in spirit by the defeat of his country in this war, and sailing up the bay at New York, the gateway of America, Bartholdi conceived the idea of building at that point a statue that should fitly stand as the symbol of liberty proclaimed by the United States to the nations of the earth. On his return to

France he first suggested his thought to some friend, and upon the opening of a popular subscription the people of France at large showed their endorsement of the plan by a prompt response. In 1876 work was begun upon the statue by the sculptor, Bartholdi closely supervising every step of its progress, and before the end of the same year the extended right arm of the figure was completed and placed on exhibition at the Centennial Exhibition in Philadelphia. Congress the next year set apart Bedloe's Island for the location of the statue. The work was completed in 1880, and was set up in Paris, where it remained until 1886, when it was brought to America and finally placed on the spot made ready to receive it. The formal unveiling of the statue occurred October 28, 1886, in the presence of President Cleveland and cabinet, M. Bartholdi (who himself made an address on the occasion), other delegates from the French Republic, representatives of various French societies in the United States, and of a vast throng of the citizens of New York and other parts of the country.

The lapse of twenty years since that date has wrought considerable damage to that noble statue, and the recent appropriation of enough money to protect it from further injury is most timely, and should have the hearty endorsement of every citizen. Such a gift from one nation to another should be deeply appreciated, and our failure to preserve the statue in perfect repair would be as great a crime as

it would have been for our government to decline the gift in the first place after its completion and tender. In presenting the gift France paid us the rare tribute of designating the United States as the one nation whose political life and institutions stand as a beacon before the whole world. It remains for us not only to preserve the symbol of the liberty we have proclaimed to the world, but also to guard carefully that for which the symbol stands.

This statue is valuable also as a testimonial to the sense of brotherhood among nations. The United States and France have looked upon each other as the closest of friends since the days of our revolution, closely followed by their struggles toward the goal of a republic. The United States is the greatest example of republican government the world has seen; France is the greatest example of that form in the Old World. As republics we have shared many experiences in common with France, and the fraternal sentiments uniting the two peoples were never stronger than to-day.

QUITE A DIFFERENCE, August 10, 1906.

Cashier Geo. P. Brock was sentenced last week to serve five years in state prison for embezzling \$60,000 belonging to the National Bank of Doylestown, Pennsylvania. This gives him one year of imprisonment for each \$12,000 of stolen money. On the same day a poor laborer was sentenced to serve a term of

seven years on a charge of stealing food and clothing to the amount of fourteen dollars. This gives him one year of imprisonment for each \$2 stolen.

This makes the punishment on the poor laborer six thousand times as severe as on the cashier. Besides this the man who stole the food and clothing has gone submissively to the prison to serve his sentence, while the cashier has been granted an appeal and will take his case to the higher courts, and use all other possible means of evading punishment. There must be something radically wrong with our criminal laws. Criminals should be punished according to the crimes they commit regardless of their social, financial, or political standing.

SENATOR O. H. BURNETT, August 17, 1906.

When a bright, honest, upright Christian patriot lays down his life in the prime of manhood and in the midst of usefulness it always touches the hearts of the people. Never were the hearts of the people of Williamson county more keenly touched, and never was a deeper gloom thrown over the entire community than that which followed the announcement of the death of Hon. O. H. Burnett on last Friday morning.

Senator Burnett was one of the brightest lights of Southern Illinois, was well known by almost everybody in Williamson and adjoining counties, and on account of his exalted character and upright life his

friends and admirers were limited only by the number of his acquaintances. To know him was to admire and love him.

I well remember his noble traits of character when he was a mere boy in my old school at Crab Orchard. He was studious, punctual, honest, self-reliant, obedient and kind. His lessons were always well prepared and all of his school duties were performed in the most perfect manner. No obstacle was permitted to obstruct his progress in school work when industry and perseverance could remove or surmount it. These splendid qualities in the boy won for him a warm place in my admiration which increased as days and years went by.

Since those early school-days I have always felt a deep interest in his career, and have watched with a degree of pride the onward and upward course of his life. To me the news of his death came as a great shock. I can scarcely reconcile myself to the fact that this noble, beautiful, brilliant young life has been given up.

His upright and manly qualities were the sources of success to him through his short but brilliant career. During the years that he served as state senator he always advocated the measures that his candid judgment approved, and opposed those that he considered injurious to the welfare of the people. These conscientious duties he performed with firmness, regardless of praise or censure.

So sincere and earnest was he in all that he advocated or opposed that he was almost idolized by his political friends, while he won the respect and admiration of his opponents. Had he lived it is certain that greater political honors would have been showered on him; other stars would have been added to his crown; brighter laurels would have decked his noble brow.

Herman possessed an abundance of public spirit, was never actuated by any selfish feelings, and was perfectly honest and patriotic in all the principles that he advocated. In him the faculty of love was highly developed and cultivated. He loved his country, his community, his friends, his family and his home. As the end approached he manifested his love for those of the family who surrounded his couch, left a tender message of love to console his father who was absent, and then passed away with the resignation of a Christian.

His earthly career is now closed. He sleeps the sleep that knows no waking. He has paid the last debt of mortality. Why he was cut down in the prime of life and in the midst of his usefulness we do not understand. But God knows best. Death has sought another shining mark. Although he has been removed from his earthly home, his spirit has entered a home of eternal bliss, and the influence of his manly virtues and upright life will continue to live.

"LET US HAVE PEACE," August 24, 1906.

These were the words of one of the greatest warriors of modern times. What a contrast between peace and war! Yet war is sometimes necessary as a means of establishing peace. It was the strong arm of General Grant and hundreds of other military heroes, supported by the true, brave, patriotic soldiers of the 60's, that defended our flag, saved our country, preserved our union of states, and gave us a peace that is undying, and that has gained the admiration of the world.

The peace tribunals that have been convening at The Hague and other places for the past few years have been in the interest of the sentiment expressed by General Grant when he said "Let us have peace." This sentiment prevails throughout our entire country, and is destined to become the universal sentiment of all civilized people and governments. The settlement of labor difficulties, and local disturbance of all kinds by arbitration, is in response to the general sentiment of peace. This sentiment ought to be encouraged, and was the one taught by "The Prince of Peace."

SPELLING REFORMS, August 31, 1906.

Much has been said and written during the past ten years relative to reformatations in the spelling of many English words. This question has been discussed in educational circles and by leading educators

of the day, and, like all other reforms, has found both its ardent advocates and its bitter opponents. The opponents to the reform claim that the change would destroy the origin or identity of many of our words, and would thus be an obstacle to their meaning or interpretation. The advocates of the reform claim that the origin or identity of the word is of less importance to the average reader or scholar than his ability to spell it in a natural and easy form; hence they claim that many of our words should be changed to conform to easy and natural spelling, and so the controversy goes on.

The first decisive step towards spelling reform was taken by the National Educational Association some six years ago. That body made a list of twelve words and recommended that the short form of these words be recognized in literary circles and correspondence of the association. This list was afterwards extended to include twenty words. This met with some favor by the literary world, but nothing permanent or decisive has resulted from it yet.

The spelling reform has a strong and earnest advocate in the person of Andrew Carnegie, who has declared that the English will become the world language if it is only relieved of its difficult spelling. Mr. Carnegie has organized an institution and endowed it heavily for the purpose of promulgating reform spelling. The simplified spelling board of this institution has prepared a list of 300 words for

reform spelling. About 100 of these words have a very radical change in spelling, while some of them have already been recognized by lexicographers and by good writers and speakers.

Our language is of such peculiar and complex origin that its orthography is necessarily difficult and unscientific, and all the changes advocated by the most radical reformers would fail to remove any great amount of this difficulty. If changes are to be made at all it will be a most difficult matter to determine the extent of these changes, and the number of words to be included in them. Taking our language as it is, it seems that the changes advocated by the reformers would incur about as many difficulties as they would eliminate, and hence no good would result from the changes.

Changes of orthography, as well as other features of our language, can not become effective until they have received the sanction of the best writers and speakers. This alone makes the change of standard forms and usages a slow process. After all that has been said or written in favor of reforms in spelling, it remains a fact that our language can not be so changed as to eliminate the difficulties of its orthography, or to make spellers of all.

President Roosevelt has endorsed the movement to simplify English spelling, and has given orders to the public printer that public documents from the executive mansion be couched in the phonetic form.

Whether this order of the president will give any prestige to the movement is very doubtful. Our language has been quietly undergoing simple changes of orthography since the time of Chaucer, and this change is likely to continue in about the same way. The tendency of lexicographers and good writers and speakers has been to simplify the technical words of our language gradually, and this change seems to be the one that meets with popular favor among the lexicographers and writers.

For a great many years the postal service of our government met with much difficulty relative to the spelling of geographical names. To overcome this a commission was appointed by the government to decide on all disputed spellings of such names. These spellings are accepted by all authorities, and are contained in all the new geographies. These spellings, however, relate only to geographical names, and have nothing to do with the ordinary words of our language.

The following will serve to show how some of our leading educators differ in their views on reform spelling:

Samuel E. Harwood of the S. I. N. U., said in an address before the Illinois State Teachers' Association at Springfield, Ill., in December, 1906:

"By all means let us have modified spelling. There has been no stability in forms heretofore, largely because symbols have not represented sounds. There

is too much stability now, chiefly for the same reason. There is nothing sacred in these forms, not even the modicum of history they contain. They are anamolies and stand in the way of efficiency. They may be entitled to greater reverence, but one feels like quoting Diogenese to them: 'Get out of my sunshine.' "

Professor Charles McMillan of Princeton University said when asked what he thought of the changes in spelling indorsed by President Roosevelt:

"I do not think it would be of any value, for when we change our words to spell them phonetically we lose their origin. When we do this we will have to begin all over. Surely the English language is complicated enough as it is now without making it still worse. I believe we should by all means retain the old methods of spelling."

ROOSEVELT AND BRYAN,

September 14, 1906.

No two American statesmen of recent years have been more prominently before the people on various national and industrial issues than have Theodore Roosevelt and William Jennings Bryan. These two men, although representing opposite political parties, possess many similar views on the issues and problems of the day, are remarkably alike in their manner of advocating whatever they approve and denouncing that which they consider an evil, and are the warmest

of personal friends. When President Roosevelt declared his war on trusts and railroad rates, Mr. Bryan sent the following message to him: "Stand by your guns, Teddy, I am with you." Intensely honest and patriotic in their views on public and national affairs, fearless and powerful in their denunciation of the evils of the day arising from the greed and avarice of the trusts, monopolies and other powers, these two men stand out in bold relief as typical Americans, and represent the highest type of our citizenship.

In an address before a great Labor Day audience at Springfield, Ill., on last Monday, former Governor Richard Yates, among other things said:

"Theodore Roosevelt and William Jennings Bryan stand side by side in the foremost ranks as champions of the people against the greed and avarice of the money tyrants.

"I am not talking incendiary talk. I have seen it, and so have you. The man that does not stand up and denounce them, as the Roosevelts and Bryans do, is not worthy of his soul.

"You have made monopoly sweat in the last twenty-five years, since you have been busy. I bid you God speed. Is there no help for this greed, this avarice? Yes, there is. Where is it found? It is found in the men like Bryan and Roosevelt and in the men who support them, and such men as Cummings, La Follette, Folk and Jerome. The time has come when

men should stand up and talk. I'm not afraid; you're not afraid.

"Out of such efforts of such men as Bryan and Roosevelt, Cummings, La Follette, Folk and Jerome come the denunciation of greed and avarice."

FROM SENATE CHAMBER TO

PRISON CELL, November 2, 1906.

On Monday evening, October 22, 1906, Joseph Ralph Burton, former United States senator from Kansas, entered a prison cell of the common jail of Iron county, Mo., to serve a sentence of six months for violation of the laws which he himself helped to enact. Here, in a lonely cell, in a little room that has held many common prisoners and criminals now lingers the man who recently occupied a seat in the United States senate. What a contrast between then and now! How fallen! Surely "the way of the transgressor is hard." When it becomes a common thing to enforce the laws impartially among all classes of people, and to punish crimes in high places as readily and as severely as in the lower walks of life, then will the safety of our laws and country be assured.

Mr. Burton is the first United States senator ever convicted of crime while holding a seat in the senate. The crime for which he was convicted was using his influence in behalf of the Rialto company, a kind of get-rich-quick concern, a regular swindle and fraud.

Senator Burton knew the company to be a fraud when he used his influence for its protection, and the crime that he committed by his act deserves the punishment that has been inflicted upon him. Every law-abiding citizen of our country should rejoice—not at the downfall of Senator Burton—but at the triumph of law and justice.

Mr. Burton was tried and convicted while he was a member of the United States senate. His case was appealed and every possible effort was made to bring about his acquittal, but it all failed and the sentence of guilt was fastened upon him. When the higher courts confirmed the sentence of the trial court, he was asked by the senate to resign his seat in that body. This he at first positively refused to do, but when he found that he must choose between resigning or being expelled, he chose the former. Other United States senators have resigned for various reasons, but never before did one resign to avoid expulsion. To resign under such conditions is but little better than being expelled.

Mr. Burton entered the senate a very poor man, and perhaps needed the fee that he received from the Rialto company, but this did not justify him in betraying his trust and violating the laws of his country.

EVADING JUSTICE, November 9, 1906.

It is no uncommon thing for great corporations,

moneyed institutions, trusts, and "giant industries" to violate the law openly, and when they are brought to trial for such violation they either escape punishment entirely, or receive minimum punishment. On the other hand when violations are perpetrated by persons in the poorer walks of life they usually receive prompt and severe penalties. While these poorer people are perhaps receiving only justice for their violation of law, it seems unjust that others equally as guilty are allowed to escape just punishment.

Two occurrences of recent date will serve to show how unjustly punishment is meted out to violators of the law. On last Wednesday Judge Banker, in the Probate Court of Findlay, Ohio, imposed a fine of \$5,000 against the Standard Oil company for violation of law. Judge Banker could have imposed a fine of \$6,000,000 according to the provisions of the law, but instead of that the minimum of \$5,000 was assessed.

The other case was in St. Louis, and occurred last week also. John King, a poor laborer, was tried in Judge Sale's court on a charge of having stolen a nickel watch, valued at \$3. The watch was stolen from Hall Bovince who testified to its value, and King was given a sentence of seven years in the penitentiary for the theft.

Such discrimination between the so-called upper and lower classes is unjust, and should bring blush to the face of those guilty of perpetrating such

injustice. Surely it does appear that our laws or those who are chosen to enforce them, do not give equal justice and protection to all.

SHORTAGE OF TEACHERS, January 25, 1907.

Competent teachers are becoming so scarce that it is with much difficulty that all the schools are supplied with satisfactory teachers. This deficiency has been growing for several years past, and the outlook seems to indicate that this shortage will continue to increase unless better inducements are offered to competent teachers. It is manifestly true that this lack of competent teachers has been brought about by the prevailing low salaries. It is true that salaries are somewhat higher at present than they were a few years ago, but they are not what they should be by any means. The remuneration of teachers for their services is not sufficient to induce energetic and ambitious young men to spend their time and money in a thorough, professional preparation for the work. Other lines of business activity are offering greater financial inducements for their services, and the result is that they are being drawn into other avocations.

The same is true to a large extent relative to lady teachers. The increase of money-making opportunities for women has been so great that many who are competent teachers are abandoning the work for something that offers better remuneration. The low salaries paid teachers, and the liberal salaries paid in

other avocations, are causing hundreds of efficient teachers to leave the school work every year, and as the efficient ones decrease the inefficient ones must necessarily increase. The situation is becoming a serious one. The serious condition can be overcome only by increasing the salaries of competent teachers sufficiently to hold them in the work, and to justify them in devoting their entire time to the profession.

OUR HIGH SCHOOLS, February 1, 1907.

As Williamson county sustains a number of most excellent High Schools, and is the banner county of Southern Illinois in this line of educational work, a few words relative to the high school course—what branches it should include, and the number of years it should cover—will perhaps be of interest to our readers. As the high schools are maintained by the public fund—taxes paid by the people as a whole—they surely ought to be so planned and arranged as to be of the greatest possible value to the public, either directly or indirectly. It is claimed by some that the cost of sustaining high schools in the smaller towns and villages is far above their worth, and that public funds should not be used to maintain a course extending beyond the grades. But if we will observe closely the great benefit coming directly and indirectly from the high schools we will find that they are worth all that they cost and much more.

In arranging a course of study for the ordinary

high school it should be kept in mind that its aim is more for the purpose of developing a high type of manhood and womanhood in the youth of our schools than in making them proficient in certain branches of learning. In reality, this should be the true aim throughout our educational system, even in the lower grades. During the high school period is the time when the best opportunities are offered for character forming. At this age of the pupil, all the faculties which go to make up character are very active, and should receive special attention. It was beautifully said in an educational assembly in Marion recently that character is the essential capital of all the boys and girls of our land who are to make a success in life. This certainly is an essential part of a practical education, and is that which makes the true man or the true woman. The high school course, then, should include such branches as are best adapted to the formation of character in the pupil. Among these are literature and history, with literature holding the highest claim. There is something in the heart and soul of every boy and girl that responds freely to the sentiments contained in good literature, and this response cultivates the ethical side of life and forms character. The high school course should include an abundance of good literature.

What has been said of the value of literature in ethical culture can be said in a measure of history. It is possibly true that history does not contain the

ethical element to the same extent as literature, but it is certainly true that this branch has its ethical side, and this side is a very broad one indeed. There is scarcely a page in any of our school histories that does not, in the hands of a skillful teacher, offer splendid opportunities for ethical or moral training. As history records the struggles of the human race, it must contain all that is elevating, beautiful, true and good, and its study tends to awaken the emotions, arouse the sympathies, expand the soul and lead the student to higher aspirations in life. The high school course should be strong in the line of history work.

In arranging the high school course the branches should be selected with the view of giving the pupil a sufficient amount of both deductive and inductive work. The tendency has been to include too many branches requiring deductive work, and not enough requiring inductive work. This is certainly a great mistake. The deductive work consists in obtaining knowledge as it is given us from the hands of others, and does not require the mental process that counts for most in life. The inductive work consists in getting knowledge from research, investigation and observation. This is the class of work that will give the pupil the capacity of accurate observation, clear and logical reasoning, and thorough investigation. No branches offer better advantages for inductive training than the sciences. In the study of nature and of her laws, the pupil will be led to a reverence of the

Creator, a love of the beautiful, and to a desire to make new investigations and discoveries. In order to increase the opportunities for inductive work in the sciences, provision should be made for an abundance of laboratory work.

It is not to be claimed that the deductive work should be eliminated to any considerable extent. Perhaps more than one half of the time should be devoted to this class of work. The work required in language, in history and in mathematics is of the deductive class, and the time necessary to complete these branches will occupy a good portion of the high school course. But the proportion of inductive work is usually too small, and should be extended.

The task of arranging a good high school course is not an easy one by any means. The course should include such branches as will be of the greatest possible value to the majority of the pupils who complete the work. As pupils possess such varying abilities, habits and desires, and will choose so many different occupations for their life work after leaving the school room, it requires the greatest of ability and care to so arrange the course that it may be of the greatest benefit to the greatest number. Another difficulty in arranging a high school course is the fact that it can be considered from so many points of view, and all of these seem to demand an earnest consideration. When a high school course has been so arranged that it seems to be in the interest of the

majority of the pupils who attend it and complete the work, it will only be a few years until the course will need to be rearranged in order to meet the constantly changing conditions and increasing demands of the community.

One aim of the high school is to give the pupil a good general education, and not a special or technical one. The school is sustained by the general public, and its work should be devoted to the training of all classes. This would exclude all branches of a strictly technical or professional nature. Branches of a somewhat technical nature might be permitted to a certain extent, but it should be only for the purpose of completing a general scheme of education, and not for the purpose of purely technical or professional training. Anatomy and physiology, bookkeeping, commercial law, and some of the principal features of banking—all of which are technical in their nature—should be included in the high school course; but they are for the purpose of teaching the pupils to take care of their health, keep the necessary books pertaining to their avocations, and become acquainted with the principal forms of commercial paper; and not for the purpose of making physicians, expert accountants, commercial lawyers or bankers of them.

The high school as considered from the university point of view would be required to include the necessary branches, and extend through a period of sufficient length—not less than four years of nine

months each—to entitle its graduates to admission to the university without examination. The object of this requirement is to link together the elementary schools of the state, including the grades, the high schools of the villages, towns and cities, and the state university into one general educational system. In order to create as close a relation as possible between the various schools of the state, and make the system an unbroken unity, an excellent method of promotion has been prepared. When pupils have completed the work of the grades, as required in the state course of study, they are admitted to the high schools. When they have completed the regular high school course, as required by the state university, they are admitted to that institution without examination. This is the high school considered from the university standpoint.

Considered from a business standpoint the high school course should include such branches as would best fit the pupils for the various business avocations of the day. There appears to be a greater demand for commercial and industrial training at the present time than at any time before, and this demand appears to be constantly increasing. To meet this condition many high schools are introducing business courses in connection with the regular work. There is some question as to the justice of using the public school fund for sustaining a commercial course when so few receive a benefit from it. It is using public

funds for technical training, yet it is only preparing the pupils to meet the increasing business demands of the day. If the demands for a commercial and business education continue to increase at the present rate, it will be a matter of only a short time until a business and commercial course will be strictly justifiable in common high schools. The high school that met the demands of the times a few years ago will not meet the demands of to-day. The high school that meets all the demands of to-day will not meet the demands a few years hence. As conditions change and demands become more varied and numerous, the high school courses should be modified to meet the requirements of the day. But whatever may be the business demands upon the high school, it should be remembered that the primary aim of the school is to train for character and the ability to make the best of life. Emerson says it matters not so much what is taught to the pupil as who teaches him. It matters not what the course of study may be, if the teaching is well done the pupil will be trained in the elements of character that will bring success in life.

EDISON'S ACHIEVEMENTS, February 22, 1907.

Thomas Alva Edison, who reached the sixtieth mile-post in his journey of life last week, has declared his intention of retiring from active work, and will devote his time to the class of laboratory work that will afford rest, recreation and amusement. For the

last forty-five years Mr. Edison's life has been a very busy one, much of it having been spent in devising means to apply electricity to commercial purposes. In this line of work Mr. Edison has accomplished more than any other man who has lived in any age of the world.

Mr. Edison was born in Milan, Ohio, February 11, 1847, and had but a limited means of education, but this was supplemented by instruction which he received from his mother and by his own extensive reading. He became especially interested in the study of chemistry at an early age, and soon developed a fondness for telegraphy. In order to master the business, he studied telegraphy at nights in a railroad station, and in a short time became an expert at the key. He readily found employment in the best offices of Canada, and was soon called to a position in Adrain, Michigan. He fitted up a small shop for the purpose of repairing telegraph instruments and making new machinery. It was in this shop that he first displayed his skill as a mechanic, and it was here that he invented his first electrical machine.

In a short time Mr. Edison had acquired the reputation of a successful inventor, and after working a few years in Cincinnati he was called to Boston, where he invented his duplex telegraph. He was soon made superintendent of the big New York Indicator Company, and his shops were transferred to Newark, New Jersey. In 1876 he resigned the

superintendency of this company, so that he might devote his entire time to electrical research and invention, and located himself permanently at Menlo Park, New Jersey, where he resides to-day. Since locating at Menlo Park Mr. Edison's inventions have been quite numerous, and most of them of extraordinary value. Among the hundreds of his useful inventions are the telephone, electric light, phonograph, electric pen, microphone, the quadruplex and sextuplex transmitter, the kinetoscope, and many others of equal value. But the invention that has given the most fame to Mr. Edison is the electric motor car.

In 1882, just twenty-five years ago, the announcement was made at Menlo park that the railway was ready for a trial trip of the Edison electric motor car. At this time Edison was alone in believing the electric car would be made a success. The trial trip was not a success, and almost everybody scoffed at the idea of electric cars. But the cause of the failure in the trial trip was soon discovered and removed, and from that time to the present the electric car has increased at a rapid rate. Now, at the end of the first quarter of a century since Edison's trial trip, we see the electric cars speeding along the streets of our cities and towns, and the electric lines are rapidly being extended from city to city, and electric systems are being linked together until they even rival the steam railways.

Edison has lived to see his highest hopes realized, and he can surely retire with an infinite degree of contentment and satisfaction. In speaking of his retirement from actual work Mr. Edison said:

"For forty-five years I have been making experiments with electricity, but all those years I have been turning these experiments to commercial value so fast that I have not had a chance to play with electricity for the fun of the thing, just to see how much I can find out about it. But from to-morrow I am going to give up the commercial end of it, and work in my laboratory purely as a scientist. That will be the pleasure I have long been promising myself."

SOUTHERN SYMPATHY, March 1, 1907.

The people of the South are noted for their general hospitality and sympathetic spirit in time of disaster, distress or sorrow. When disasters have befallen any city or section of our country the response by the South to the call for aid has always been both prompt and liberal. While the Southerners are generally quick tempered, passionate and impulsive, they carry within their bosom a heart that abounds with sympathy and tenderness for those in sorrow or distress. An illustration of Southern sympathy is beautifully set forth in a letter of condolence to Mrs. McKinley by the Daughters of the Confederacy on the death of her illustrious husband, President McKinley. Among the many letters of condolence

and sympathy from all sections of the country, this one from a Southern organization was the tenderest and most beautiful of them all. The message was as follows:

"Ennis, Tex.—My Dear Mrs. McKinley: The Daughters of the Confederacy of Texas sympathize deeply and lovingly with you in the death of your beloved husband, our noble President.

"Our entire State is bowed in deepest sorrow, and all hearts feel keenly the loss they have sustained. The expressions of love and appreciation are universal from Confederate veterans and Daughters of the Confederacy throughout our dear Southland.

"He remembered the graves of our blessed dead, and caused care and attention to be given them, and such consideration we can never forget. We loved him and do honor to his memory. He has left upon us the impression of a sterling son of God by his faithfulness and implicit trust and obedience. Like a beacon burning through all the night will be the memory of his personality. His loved ones gone on before have already welcomed him into eternal happiness—with us he has left his beautiful life and loving charity.

"The God that he loved and served will sustain you in this, the darkest hour of your life.

"May all that was blessed and good and sweet in his life be caught up and assembled in yours; and thus, tho' dead, he shall still speak, and bless you.

With our earnest prayers for your strength and endurance in this hour of suffering,

We are Lovingly,

Katie Daffan, State Secretary,
Mrs. Carrie Johnson, President."

SCHOOL CONSOLIDATION, March 8, 1907.

The subject of school district consolidation has been discussed in educational circles for the past ten or twelve years, and the demands for such consolidations are becoming more and more imperative as our school system advances and as our industrial conditions change. In many places in our state, and even in our own country, the number of pupils in school districts is so small that it is impossible to maintain a good school for a period of seven or eight months each year. To maintain a good school in such a district would require a tax levy far above the maximum legal rate, and the only remedy, or at least the best remedy, seems to be consolidation. Two or more districts may join in the erection and maintenance of a school that will give all the children of the union district the advantages of a first-class school.

This plan has been tried in many states, and in many places in our own state, and wherever it has been put into operation it has proven to be a satisfactory solution of this difficult school problem. The plan is gaining favor as it is tested year by year, and it is certainly destined to become a favorite and

leading feature in the rural schools of our country. The Independent has advocated school consolidation at various times, and will continue to do so as long as our schools stand so much in need of this important change.

VALEDICTORY, April 26, 1907.

With this issue of the INDEPENDENT we lay down the editorial pen. Having sold a one-half interest in the plant to Felts Brothers, of Marion, the management has been transferred to these gentlemen who will continue the business on the same lines that have characterized it since the founding of the paper more than two years ago.

It is with reluctance that we withdraw from the journalistic field, and our only reason for doing so is that we may devote our entire time to the duties of our chosen and life-long profession—teaching. Not that we love journalism less, but that we love teaching more. We have long cherished the ambition to give a half century of service to the profession of teaching. We have devoted forty years of our life to this work in the schools of Williamson county, and we love the work of teaching better to-day than ever before. We expect to round out the remaining ten years of the half century in educational service, and we hope to make the labor of these ten years the crowning work of our life.

Our work for the past two years in the journalistic

field, and our associations with the newspaper fraternity, and with our patrons have been pleasant indeed. We have done what we could to make the INDEPENDENT worthy of the support of all who appreciate a clean, newsy, scholarly and reliable paper, and for the many words of kindness and appreciation that have been bestowed upon our paper, we wish to express our sincere gratitude.

We have an abiding faith in the present possibilities and future greatness of Johnston City, and as this is our home, and we still possess an interest in the INDEPENDENT, we shall, by word and pen, do all we can to promote the interests of our city and its institutions.

Felts Brothers are newspaper men of experience and ability, and the INDEPENDENT will be kept up to its present degree of excellence, and will even be improved as time passes on. We turn over the INDEPENDENT to them in a flourishing and prosperous condition, with a splendid subscription list, a heavy patronage of job work and advertising, and we bespeak for them a successful future.

Jas. W. Turner.

The following editorial is from the pen of Hal W. Trovillion, editor of The Herrin News, one of the leading journals of Southern Illinois:

A VACANT CHAIR, May 3, 1907.

It is with genuine regret that we note by the last issue of the Johnston City Independent that its veteran and versatile editor, James W. Turner, announces his retirement from journalism, having disposed of his interest in the paper to the Felts Brothers of Marion.

But there is some consolation in the fact that THE NEWS is not alone in its regret for this sudden leave-taking of Editor Turner. This regret is shared throughout southern Illinois and by all newspaper men who have been brought into touch with the influence of one of the most thoughtful of country editors. Every week since the Independent started, you could safely turn to the editorial columns and find there something worth reading. It was always full of thoughtful reading, too, and showed a mind fully capable of writing well on any subject he chose to discuss. There are not many such country papers in this end of the state, we are sorry to say, whose editorial columns are kept up to such a high standard. But among the few we must at this moment, in respect to Editor Turner's worthy contemporaries, not fail to mention the Southern Illinois Herald, the Albion Journal, and until very recently, the Mt. Carmel Register. These, from an editorial point of view, are the only great papers of wide journalistic influence in this end of the state. Among them, when Editor Turner's name appeared at the head of the editorial column, stood the Johnston City Independent. And it was a sad day for southern Illinois journalism when James W. Turner laid down the pen. It was a loss to the influence of strong journalism.

Although the loss to the cause of journalism is but a gain to the cause of education. For Mr. Turner tells best in his own words the reason why he yielded up the pen, and we are glad to say that influence for good in this community is to go on in channels as worthy and as elevating as a life dedicated to the uplift and betterment of a people through the medium of the press.

HAL W. TROVILLION.

CHAPTER XVIII

OLDEST REPORT ON RECORD--THEN AND NOW--CLOSING WORDS--
PERSONAL INDEX

OLDEST REPORT ON RECORD.

THE following report of the public schools of Williamson county is the oldest report on record for the county, and was made by William R. Scurlock in 1863, who was then County School Commissioner—the title of the office being later changed to that of County Superintendent of Schools.

Whole number of districts in county	-	65
Whole number of schools in county	-	59
Number of schools with terms of 6 mo. or more		54
Average number of months schools were kept		5.5
Whole number of white persons under 21 yrs.		8550
Whole number of white persons between 5 & 21,		5400
Whole number of male scholars	-	1560
Whole number of female scholars	-	1558
Whole number of scholars in school	-	3118
Average daily attendance in each school		
in county	- - -	49.7
Number of pupils in school under 6 years old		107
Number of male teachers	- -	38

Number of female teachers	-	-	23
Number of graded schools	-	1,	Marion
Longest time any teacher taught same school,	3	yrs	
Whole number of school houses	-	-	64
Amount of state and county funds for year			\$4993
Whole amount paid teachers during year			\$7387.94
Whole amount paid for repairs and im-			
provements	-	-	\$1.60
Whole amount paid for apparatus	-		\$15.00

Not a pupil from the county attended the State Normal this year.

Among the teachers for the year were: Isaac McCoy, Stephen Dalton, N. I. Wroton, Wm. R. Scurlock, A. M. Askew.

THEN AND NOW.

The following table of statistics exhibits a few interesting facts connected with the evolution of our public schools from 1866, the year in which I began my work in the schoolroom, up to the present, 1920.

In order that the progress may be as clearly indicated as possible I have given the conditions at three different dates, 1866, 1896, and 1920.

	1866	1896	1920
Number of schools in county—	88	106	117
No. of schoolhouses in county	68	106	133
No. of pupils attending school	4370	7007	14885
No. graded schools in county	000	5	28
No. High Schools in county	000	4	8

	1866	1896	1920
Township High Schools	000	000	3
Community High Schools	000	000	1
Recognized High Schools	000	000	4
No. attending High Schools	000	80	1200
No. school libraries -	000	8	116
Volumes in school libraries	000	810	15821
Highest monthly wages paid teachers - -	\$55		\$334
Lowest monthly wages paid teachers - -	\$20		\$75
Am't paid for school purposes	\$17001	\$612,141	
No. of teachers in county -	-	-	375

CLOSING WORDS.

The quiet shades of evening are now beginning to fall gently along the pathway of my life. My work in the schoolroom is nearing its close. Duty to myself demands that I retire before my health becomes permanently impaired by a continuation of this work.

The fifty-five years that I have spent in laboring with and for my pupils have been happy ones to me indeed. In looking about me I occasionally get glimpses of evidence that some of the bread that I have endeavored to cast upon the waters has been gathered up. I see many honorable and exalted positions that have been attained by my former pupils; and when I reflect that possibly I may have had some humble part in helping them to reach these attain-

ments it is a source of remuneration to me that can not be measured by a money consideration. I value it far above the few paltry dollars that have come to me for my labors. Then it is that I think perhaps my life's work has not all been in vain.

Other occupations—with a much greater money inducement—have beckoned to me on many occasions through life, but these held no charms for me. From early life my heart has been set on teaching. With me teaching has not been merely an occupation, it has been a constant, living, burning passion. I absolutely love the work of teaching. I love to teach as the children love to play in their childhood days, as the birds love to sing in the springtime. To me "tis the natural way of living."

Financially my life's work has not been a success. I have not labored to that end. My aspirations have not soared in that direction. I have chosen my lot. I have done what I could. I am content and satisfied.



ERRATA.

- Page 16 read crudest for crudest, tenth line from top.
- Page 32 read absolutely for adsolutely, thirteenth line from top.
- Page 32 read numbers for members, third line from bottom.
- Page 93 read stimulate for emulate, ninth line from bottom.
- Page 118 read perseverant for perseverent, 13th line from top.
- Page 253 read conditions for conditinos, 13th line from bottom.
- Page 265 read acknowledgment for acknowledgement, top line.

PERSONAL INDEX.

A

Abney, I. C., 47
 Abney, Orval, 130
 Adams, Charles M., 349
 Aikman, Fannie, 47, 68
 Allen, Elmer, 81
 Allen, J. D., 76
 Allen, J. E., 76
 Allen, J. S., 91
 Allen, J. W., 81
 Allen, Kate, 81
 Allen, Lum, 80
 Allen, Paulina, 159
 Allen, Willis, 159
 Allen, W. J., 159
 Allens, The, 52
 Allyn, Dr Robert, 67, 369
 Alston, T. L., 137
 Altmire, Ray, 130
 Amundsen, Roald, 327, 328,
 329
 Anderson, Mabel, 121
 Anthony, Susan B., 346,
 347, 348
 Arnold, George, 91
 Audubon, John J., 308

B

Bainbridge, Charles, 68
 Baker, Bernice, 135
 Baker, W. D., 130
 Baldwins, The, 56
 Banker, Judge, 392
 Barnwell, Roy, 111

Barter, George, 33, 34, 37
 Barter, Rachel, 47
 Bartholdi, Frederic A., 378,
 379
 Barton, Clara, 347
 Bateman, Newton, 156, 201,
 202
 Baumgaertner, Bertha, 54
 Bayliss, Alfred, 170
 Beanblossom, M. L., 136
 Beasley, Alex, 47
 Beecher, Henry Ward, 308
 Bennett, D. A., 47
 Benson, George, 68
 Benson, Joe, 135
 Bentley, Mary, 68
 Bigelow, Bank President,
 264
 Black, Wright, 81, 207
 Blackman, Fern, 126
 Blackman, Genevieve, 126
 Blackman, Nellie, 91
 Blackman, Noah, 91
 Blackman, Olive, 121
 Blaine, Alex, 18, 19, 23
 Blair, Francis G., 201, 202
 Blanchard, Governor, 341
 Bond, Dr., 349
 Bones, Eugene, 81
 Bones, Frank, 80
 Bones, Thomas, 73, 74, 76,
 77
 Bovince, Hall, 392

Bozarth, Leora, 91, 93
 Bozarth, L. A., 137
 Brascfield, Harvey D., 352
 Brewer, Edgar, 80
 Brewer, Gilbert, 80, 91
 Brewer, Justice, 259
 Brewer, Leo, 81
 Brewer, M. J., 76, 77
 Brewster, Ella, 47
 Brim, W. S., 119
 Brock, Geo. P., 380
 Brockett, Mike, 281
 Brogdon, Earl, 117
 Brothers, Iona, 129
 Brown, J. M., 47
 Brown, J. W., 47
 Brown, Virtus, 117
 Brownlee, James H., 369
 Bryan, William J., 310, 388,
 389, 390, 391
 Buck, Martha, 370
 Buckner, James, 91
 Burnett, John H., 33, 34, 76
 Burnett, O. H., 381, 383
 Burton, Joseph R., 321, 390

C

Caesar, Julius, 326
 Cain, Flossie, 91
 Camden, E. E., 91
 Campbell, Ella, 80
 Campbell, F. G., 166
 Campbell, Geo. C., 76
 Campbell, John, 68
 Campbell, John H., 80
 Campbell, J. M., 368, 369
 Campbell, Mary, 91
 Campbell, Munfred, 11
 Campbell, Sadie, 99

Cantel, Harry E., 352
 Carnegie, Andrew, 347, 371,
 372, 373, 385
 Carrier, Corliss, 130
 Carrier, Ollie, 130
 Carrier, Topsy, 129
 Carver, Maggie, 68
 Carver, Turzah, 99
 Carver, Walter, 68
 Casey, Blackford, 155
 Casey, Cora, 154
 Casey, L. B., 47
 Casey, Sam, 68
 Casey, Thos. M., 304
 Cawthon, C. C., 47
 Cawthon, S. W., 91
 Cawthon, V. B., 47
 Cervera, Admiral, 302
 Chamness, Josh, 47
 Chamness, Ora, 105
 Chaney, W. A., 76, 77
 Channaberry, Filmore, 47
 Channing, William E., 308
 Chapman, Inez, 91
 Chaucer, Goeffrey, 387
 Chitwood, Alice, 91
 Chitwood, Laura, 91
 Chitwood, Nellie, 91
 Clarida, Arch, 27, 171
 Clarida, C. A., 81
 Clarida, Carmen, 174
 Clarida, Lora, 174
 Clarida, Hallie, 174
 Clarida, Jewel, 174
 Clarida, John, 76
 Clarida, John W., 76
 Clarida, Kermit, 174
 Clarida, Lizzie, 47

Clarida, Mabel, 174
 Clarida, R. O , 171, 172, 173,
 174, 184
 Clarida, Troy W., 174
 Clark, Captain, 301
 Clayton, Harrison, 18, 20,
 23,
 Clayton, Patsey, 11
 Cleveland, President, 263,
 379
 Cline, Rev. C. E., 53
 Coleman, Charles, 341, 342
 Colombo, James, 136
 Columbus, Christopher, 328
 Conner, Martha Jane, 11
 Connor, Beatrice, 121
 Connor, Margaret, 121
 Coonts, M. H., 80
 Corder, Charles, 91
 Corder, Fred, 92
 Corder, Hubert, 80
 Corder, Mamie, 92
 Cosby, Osmond, 117
 Cotton, Anna, 136
 Covell, Jesse, 136
 Cox, "Boss," 315, 316
 Cox, Emma, 47
 Cox, Loyd, 92
 Cox, Roy, 130
 Cox, Sam, 68
 Craig, Bessie, 126
 Craig, Della, 92
 Craig, Harry, 126
 Crain, Lewis, 47
 Cross, Ida, 92
 Crossley, F. P., 76, 80
 Crossley, Mary, 80
 Crossley, Nellie, 81

Crow, Miss, 135
 Cummings, Senator, 389,
 390
 Cummins, Fred, 130
 Cunniff, Maud, 129
 Cunningham, Ed., 80
 Cunningham, James T., 37,
 53
 Cunningham, John M., 53
 Cunningham, Lina, 81
 Cunningham, Millie, 53
 Cunningham, William C.,
 53

D

Daffan, Katie, 405
 Dale, Anna, 136
 Dallas, S. L., 92
 Davis, A. G., 98
 Davis, Auda, 81
 Davis, Chester B., 136
 Davis, Julia, 68
 Deaton, Alden, 126
 Dempsey, G. W., 119
 Deneen, Charles S , 164
 Denison, Leon, 68
 Dewey, Admiral, 284, 285
 Dodds, Orba, 130
 Donovan, Ella, 47
 Dorris, W. H., 48
 Dougherty, Newton C., 319
 Douglas, Stephen A., 108
 Dowie, John Alexander, 350,
 351, 352
 Dreyfus, Capt. Alfred, 375,
 376, 377, 378
 Dudley, John W., 291
 Duff, Hon. Andrew D., 370
 Dugger, A. A., 119

Dugger, Clara, 105
 Dugger, Joe, 117
 Dugger, Verna, 116
 Duke, Bettie, 81
 Duke, Dollie, 80
 Duncan, Ruhamah, (Frizzell), 164
 Duncan, Ernest, 68
 Duncan, James H., 65
 Duncan, John H., 47, 66, 164, 165, 166, 185, 216
 Duncan, Lena, 68
 Duncan, Samuel, 164
 Duncan, Violet, 92
 Dunn, D. W., 48
 Dunn, Luther, 130
 Dunn, Roy, 130
 Duty, A. W., 47
 Duty, Moses, 55
 Dutys, The, 52

E

Edison, Thomas Alva, 400, 401
 Edmundson, Elmer, 92
 Edwards, Alonzo, 68
 Edwards, J. H., 81
 Edwards, Jonathan, 308
 Edwards, Nannie, 68
 Edwards, Dr. Richard, 369
 Ellis, Prof. J. T., 100
 Emerson, R. W., 308
 Enochs, The, 52
 Ensminger, Hannah, 68
 Ericsson, John, 145
 Erwin, Roscoe, 92
 Eubanks, Alberta, 136
 Everett, Edward, 336, 337
 Ewan, Frank, 68

Excell, John, 352

F

Fairless, Julia, 111
 Farragut, Admiral, 308
 Farris, John H., 72, 73, 74, 76, 77, 78
 Feator, Leona, 68
 Felts, Jas. H., 81
 Ferrell, Caesar, 99
 Ferrell, Gano, 80
 Ferrell, Gilbert, 135
 Ferrell, Dr. H. V., 33, 36
 Finch, F. M., 361
 Finley, John R., 92
 Fleming, Jack, 207
 Folk, Joseph W., 260, 389, 390
 Ford, Elsie, 111
 Foster, Granville, F., 369
 Fowler, Altha A., 163
 Fowler, Bernice L., 163
 Fowler, Charles H., 163
 Fowler, Dr. Charles H., 369
 Fowler, James L., 163
 Fowler, Dr. J. M., 45, 46, 47, 48, 66, 76, 77, 160, 162, 163
 Fowler, Dr. James M., 161
 Fowler, Mrs. J. M., 163
 Fowler, John L., 163
 Fowler, Lorin L., 163
 Fowler, Matt, 163
 Fowler, Olive G., 163
 Fowler, Sarah (McHaney), 161
 Fowler, Stella C., 163
 Fowler, William H., 163
 Franklin, Sir John, 328

Fry, John N., 81
Fuller, Henry J., 72, 73, 74,
76, 77, 78
Fullers, The, 52
Fulton, Robert, 308
Furlong, Anna, 81
Furlong, C. M., 76
Furlong, Lizzie, 81

G

Gambill, A. J., 47
Gambill, Prof. J. M., 266,
270, 271
Garner, Albert, 29, 30
Garrison, William Loyd, 332,
361
Gastman, Enoch A., 370
Gates, B. D., 180, 181, 182
Gates, Mrs. B. D., 182
Gates, John W., 264
George, William, 18
Gibson, Sophia, 111, 112
Gill, T. F., 92
Gillespie, Calvin, 105
Goddard, Bettie, 47
Goddard, Douglas, 47
Goddard, Henry T., 65
Goddard, Leroy A., 37
Goe, Don, 92
Goe, George, 92
Goe, Mabel, 92
Goe, Maiana, 92
Goe, Nannie, 92
Goe, Portia, 92, 93
Goodall, Della, 47, 68
Goodrich, O. W., 54
Graham, L. G., 47
Granger, Alexander, 351
Granger, Sanford, 18, 19, 23

Grants, The, 56
Grant, Lieutenant Ulysses
S., 364
Grant, Ulysses S., 108, 109
263, 306, 308, 364, 365,
384

Gray, Elisha, 308
Gray, John, 68
Greer, Caswell, 11
Gregory, Pope, 326
Grider, Mary, 47, 68
Grisham, Thos., 47
Groce, R. E., 92

H

Hadley, Attorney General,
349, 350
Hagens, Lyda, 92
Hancock, Claud, 130
Hancock, Simon, 92
Hanley, Laura, 136
Hanrahan, John, 92
Harris, Bessie, 129
Harris, E. W., 76
Harris, Fred, 130
Harris, Prof. H. H., 33, 34
Harris, Howard, 130
Harris, Jesse, 129
Harris, Leonard, 130
Harris, Mattie, 60
Harris, Morrel, 130
Harris, Roy, 130
Harris, Winnie, 105
Harrison, Dr. Leon, 276
Harriss, Turner, 99
Hartwell, J. L. D., 48
Hartwell, William, 47
Harwood, Samuel E., 387
Hawthorne, Nathaniel, 308

Heasley, R., 119
 Heaton, Ed., 92
 Heaton, Georgia, 92
 Henderson, Emma, 48
 Henderson, Sarah, 92
 Henderson, Willie, 92
 Hendrickson, Jesse, 163
 Hendrickson, Martha, 163
 Hendrickson, Sydney, 163
 Henry, Gladys, 111
 Henry, Patrick, 330
 Henshaw, Geo. A., 95
 Hewett, Edwin C., 274, 275
 Hill, Benjamin, 92
 Hill, Trouse, 92
 Hillman, Alden C., 370
 Hindman, Chanie, 136
 Hoch, Governor, 295
 Hoch, Johann, 342
 Hollands, The, 56
 Holmes, Elvis, 126
 Holmes, Roy, 92, 93
 Hopper, Henry C., 155
 Howard, Eva, 135
 Huddleston, Ed C., 80, 85,
 207
 Huddleston, John, 72, 73,
 74, 75, 76, 77, 78
 Hudgens, Emma, 47
 Hundley, Nannie, 47
 Hunter, Noah, 47
 Hutchinson, John, 47
 Hutchinson, Ralph, 92

I

Ingraham, Edna, 135
 Irving, Washington, 308

J

Jackson, Gussie, 68

Jackson, James C., 65
 Jackson, Maggie, 68
 Jay, John, 300, 301
 Jerdon, Albert, 12, 59, 60,
 69
 Jerdon, Jackson, 30, 31
 Jerome, Charles W., 369,
 339, 390
 Jerome, William T., 316
 Jewell, Crews, 33, 34, 37, 38
 Johnson, Mrs. Carrie, 405
 Johnson Fred, 92
 Johnson, Joe, 126
 Johnson, Lola, 92
 Johnson, Nannie, 59, 92
 Jones, Amon, 92
 Jones, Anna, 92
 Jones, Archie, 129
 Jones, D. C., 98
 Jones, Emmet, 92
 Jones, Green C., 11
 Jones, J. D., 92
 Jones, John Paul, 289
 Jones, Marion, 92
 Jones, Raymond, 130
 Jones, Ruth, 117
 Jones, W. D., 81
 Joyner, Don, 92
 Joyner, Frank T., 63
 Joyner, Inez, 92
 Joyner, Maria, 126
 Joyner, Millie, 92
 Joyner, Ray, 92
 Joyner, Twanette, 126

K

Keaster, Flora, 126
 Kelley, J. R., 47
 Kelley, Lizzie, 135

Keltons, The, 52
Kimmell, A. J., 48
Kimmell, E. M., 47
Kimmell, Phil, 47
King, James, 33, 34
King, John, 392
King, Lee, 92
Kirkham, Col., 297
Komura, Baron, 299, 300

L

Lacy, W. T., 182
Lakeys, The, 52
La Follette, Senator, 389,
390
Lamaster, Antice, 47
Landers, John, 47
Lane, Marbie, 105
Lang, Etta, 68
Lannom, Florence, 111
Lauderdale, Joe, 117
Laughlin, W., 92
Launius, R. C., 92
Lear, Margaret, 341
Ledin, Myrtle, 126
Ledin, Raymond, 121
Lee, Gen. Fitzhugh, 262, 263
Lee, "Light-Horse Harry,"
262, 263, 264
Lee, Lieutenant Robert E.,
364
Lee, Richard Henry, 330
Lee, Gen. Robert E., 262,
263, 306, 364, 365
Leek, Elmer, 92
Leigh, W. H. 48
Lenhart, Orval, 129
Lewis, Cora, 47, 92, 93
Lewis, Elijah, 92

Lewis, Ellis, 130
Lincoln, Abraham, 108, 262,
333, 336, 337, 348, 361
Lodge, Dr. A. N., 45, 57,
157, 159, 160
Logan, John A., 108, 109,
162, 306, 359
Logan, Mrs. John A., 53
Longfellow, Henry W., 308
Lovejoy, Elijah P., 331, 361
Lowell, James Russell, 308,
333, 361
Lyon, Gen. Nathaniel, 10

M

Mackey, Edith, 92
Mackey, Lillie, 92
Madison, James, 318
Manier, James, 30, 31
Mann, Horace, 308
Martin, E., 47
Martin, Ellen, 126
Martin, F. A., 47
Marvel, Col. Geo. R., 31, 32,
33
Mason, Julia F., 370
Mays, George M., 365
McAnally, Dana, 55
McAnally, Willie, 55
McCall, John A., 350
McClintock, Sir Francis, 328
McClure, Robert, 328
McCombs, W. A., 37
McDole, Elizabeth, 11
McDole, Jane, 11
McDole, John, 11
McDole, Mahala, 11
McDole, Margaret, 11
McDole, Matilda, 11

McDole, Nancy, 11
 McDole, Richard, 11
 McDole, William, 11
 McDonald, Maud, 80
 McDonald, M. M., 72, 73, 74,
 76, 77, 78, 162
 McFarland, John, 130
 McGlothen, Andy, 18, 19, 23
 McInturff, Ruth, 117
 McKinley, President, 263
 McKinley, Mrs., 404
 McKinney, Agnes L. (Neil-
 son), 176
 McKinney, Harvey, 176
 McKinney, H. T., 135, 136
 McKinney, James H., 174
 McKinney, J. W., 174, 175,
 176, 177, 184, 327
 McKinney, Manerva Jane,
 174
 McKinney, Robert, 176
 McKinney, Ruth, 176
 McKinney, Wendell, 176
 McMahan, Ora, 117
 McMillan, Prof. Charles, 388
 McMurrah, A. A., 47
 McNeil, Avis, 136
 McNeil, Roscoe, 105
 McNiell, J. N., 48
 Middleton, Bessie, 92
 Mifflin, Joseph, 92
 Mifflin, Lem, 92, 136
 Miles, Frank, 60
 Miles, Robert, 59
 Miller, Beulah, 129
 Miller, Birdie, 92
 Miller, Charles, 129
 Miller, D. F., 92
 Miller, Harry, 105
 Miller, Josie, 52
 Miller, Lacy, 92
 Miller, Lewis, 92
 Mitchell, Alsey, 130
 Mitchell, Claud, 130
 Mitchell, Lou, 47, 68
 Mitchells, The, 56

Moffield, Gertie, 92
 Moffield, Maud, 92
 Monroe, Willie, 92
 Montgomery, Roy, 130
 Montgomery, William, 130
 Moore, A. J., 81
 Moran, John S., 316
 Morgan, John H., 31, 32
 Morris, "Bill," 297
 Morris, C. S., 48
 Morris, E. M., 182
 Morris, George, 47
 Morse, S. F. B., 308
 Motsinger, S. T., 76
 Motsinger, W. L., 93, 221
 Motsinger, W. S., 81
 Mount, Fay, 126
 Mount, Ida M., 92
 Mulvey, Anna, 121
 Mulvey, Blanche, 126
 Murrah, C. M., 47
 Murphy, of Tammany Hall,
 315, 316
 N
 Nance, Lulu, 68
 Neely, George, 47
 Neely, Judge Rufus, 261
 Nichol, Fred, 99
 Nicholas, Emperor, 313
 Nicholson, Guy D., 136
 Nolen, Cecil, 130
 Nolen, David, 92
 Nolen, Irvin, 92
 Norfleet, B. F., 98
 Norman, Logan, 81
 Nufer, Ben C., 81
 O
 Odum, Ollie, 68
 Oneals, The, 52
 Organ, Afton, 129
 Osburn, Cortez, 93
 Osburn, C. M., 92
 Osburn, Headley, 92
 Osburn, Trammy, 92
 Osburn, Virgie, 126
 Otey, J. T., 76

Otis, James, 330
Ozment, M. H., 278, 279,
280, 281
Ozment, Chas. B., 92
Ozment, Marshall, 92
Ozment, R. L., 76

P

Parkinson, Prof. D. B., 184,
369, 370
Parks, Festus, 207
Parks, Isabel, 71
Parks, L. C., 71, 76
Parks, Lloyd, 80
Parks, Robert, 92, 121
Parks, R. L., 80, 207
Parks, The, 52
Parks, Walter, 81
Parton, Seab, 92
Patterson, Harry, 105
Pearson, Isaac N., 72, 74, 75,
78, 79
Peary, Robert E., 288, 329
Peebles, Ethel, 81
Peebles, J. W., 57, 226
Peebles, Mina, 80
Peebles, Robert F., 72, 73,
74, 75, 77, 78
Peebles, Willie, 80
Perrine, Albert, 47
Perrine, N. G., 79
Perry, Charles, 81
Perry, Clara, 99
Perry, Fred, 81
Perry, J. H., 76
Perry, W. M., 47
Peter, "The Great," 326
Peterson, T. G., 48
Peterson, W. J., 48
Phillips, Rufus, 47
Picquart, Colonel, 377, 378
Pierce, H. Clay, 349
Piper, William H., 352
Pope, Mary, 47
Potter, J. L., 81, 207
Potter, W. O., 184
Pratt, Margaret, 154

Proctor, Bessie, 68
Proctor, Ethel, 105
Proctor, Will, 68
Pulley, Elmer, 126
Pulley, Ethel, 92
Pulley, Guy, 92
Pulley, L. B., 47
Pulley, Lela, 92
Pulley, Loy, 92
Pulley, Ralph, 126
Pulley, Turner, 47
Pulley, Verna O., 126
Pulliam, Marie, 129
Purcell, Henson, 130
Purnell, Luther, 92
Purnell, Maud, 92
Pyle, Charlie, 130

R

Railey, Bessie, 136
Rains, J. M., 119
Raum, Col. Green B., 279
Rays, The, 56
Reed, Mary, 48
Reigel, Herman, 130
Renard, A. N., 47
Renard, Hester E., 136
Revere, Paul, 31
Reynolds, Harmon G., 368
Reynolds, Jennie, 47, 68
Rhine, Booth, 180
Rhine, Charles, 177
Rhine, Mrs. Charles, 178
Rhine, Etta (Jones), 180
Rhine, Lulu (Smith), 180
Rhine, R. E., 177, 178, 179,
180
Rhine, Wayne, 180
Rice, Cecil, 126
Ridgeway, Ada, 92
Ridgeway, John, 92
Roberts, Amanda, 154
Roberts, Jack, 130
Rockefeller, John D., 347,
348, 349
Rogers, H. H., 349
Roper, Carrol, 130

Roper, Guy, 130
Roosevelt, President, 259,
302, 305, 306, 309, 322,
386, 388, 389, 390
Rosen, Baron, 299, 300
Ross, Pete, 261
Rouse, Jessie, 130
Royce, Lydia, 136
Rummage, W. F., 80
Russell, Lois, 129

S

Sale, Judge, 392
Salmon, Frank, 304
Salmon, George, 304
Salmon, Harry, 304
Samuels, Alice, 68
Samuels, Fannie, 68
Sato, M., 295
Schaefer, Della, 117
Schaefer, Nellie, 105
Schaefer, W. H., 105
Schley, Admiral, 261
Schurz, Carl, 285
Scobey, Ed, 184, 185, 216
Scurlock, Josie, 68
Shanks, G. W., 92
Shannon, James O., 18, 22,
23, 34
Shaws, The, 52
Sheridan, General, 306
Sherman, General, 279, 306,
308
Shoemaker, Fred, 105
Sigsbee, Admiral, 289
Simmons, Daniel, 26
Simmons, Frank, 92
Sinks, J. H., 47
Smith, J. C. B., 47, 58, 59,
60, 89
Sneed, Evert, 130
Sneed, Robert, 130
Speicher, John G., 352
Spiller, Ed, 68, 184
Spiler, Mary 47
Spiller, Mary M. (Mrs. Dun-
can), 166
Spiller, W. J., 166
Springs, Lina, 68
Springs, Monroe, 47
Springs, T. B., 48
Springs, The, 52
Stafford, T. W., 92, 93
Starrett, 27
Steele, Isaac, 18, 22, 23
Steele, Newton, 18
Steinsultz, Cyrus, 130
Stewart, Anna, 47
Stilley, J. C., 81
Stilley, William, 12, 22, 76,
77
Stocks, Emma, 47
Stotlar, Ed. M., 106
Stotlar, Lelle, 135
Stotlar, Richard, 135
Stout, John H., 182
Stowe, Harriet Beecher, 332,
361
Stringer, Ralph, 136
Swan, Isaac N., 168
Swan, J. C., 81
Swan, Mary A (Clarida),
168
Swan, M. N., 168, 169, 170,
171, 184

Sylvester, Florence, 53

T

Taborn, John L., 129

Takahira, Mr., 299

Tanner, Corporal, 359

Tate, Ethel, 136

Taylor, Amos, 117

Taylor, Fred, 105

Taylor, Harry, 132

Taylor, Thomas, 119

Thomas, Cyrus, 369

Thompson, Albert, 130

Thompson, Elmer, 130

Thompson, J. T., 80

Thompson, S. T., 92

Thompsons, The, 52

Thorne, Earl, 130

Thorne, Herman, 130

Thorne, Orman, 130

Tidwell, John F., 72, 73, 74,
76, 77, 78

Tidwell, Kate, 81

Tidwell, Mabel, 81

Tidwell, Moody, 80

Tidwell, S. L., 80

Tidwells, the, 52

Tidwell, Willie, 81

Tilden-Hayes, 287

Todd, Logan, 92

Trainer, John, 64, 70

Trammell, Cynthia, 92, 93

Trammell, Minnie, 92, 93

Travelstead, Caroline, 81

Travelstead, Marion, 80

Trovillion, Hal W., 132, 135,
407, 408

Turner, Admiral, 81

Turner, Archeleus, 10

Turner, C. D., 80

Turner, Charles, 10

Turner, Charles H., 53, 54,
81, 92

Turner, C. W., 76, 81

Turner, Edgar F., 53

Turner, Edris, 54

Turner, Elijah, 10, 11

Turner, E. J., 76

Turner, Elijah H., 53

Turner, Esther, 92

Turner, Francis M., 12

Turner, Geo. W., 12

Turner, Gus H., 53, 54, 81,
92

Turner, Gus H., 12

Turner, Henry, 10

Turner, James Walter, 53,
54, 80

Turner, Jas. W., 12, 72, 73,
74, 76, 77, 78, 86, 87, 100,
103, 112, 114, 118, 123,
183, 184, 200, 201, 203,
206, 207, 208, 209, 210,
213, 214, 215, 407, 408

Turner, John, 9, 10

Turner, John W., 12

Turner, Joseph, 10

Turner, L. H., 47

Turner, M. J., 76, 77

Turner, Martha Jane, 12

Turner, Martha (Williams),
10

Turner, Matilda (McDole),
11

Turner, Mildred, 54

Turner, Moody, 12

Turner, Olive, 12

Turner, P. W., 76
 Turner, Richard T., 12
 Turner, Robert F., 12
 Turner, Rosalie, 53, 55, 80,
 92
 Turner, Sallie, 10
 Turner, Thelma, 54
 Turner, Thomas, 10
 Turner, Violet, 54
 Turner, William, 10
 Tyler, Ada, 126
 Tyner, Mollie, 68

V

Van Cleve, E. E., 53
 Van Cleve, J. W., 52
 Van Cleve, Ophelia, 126
 Van Cleve, Ruth, 126
 Van Cleves, The, 52
 Vanderbilt, Cornelius, 347
 Van Devanter, Judge, 321
 Vick, Dora, 47, 68
 Vineyard, J. E., 92
 Voliva, Wilbur Glen, 350,
 351, 352

W

Walker, Fred, 99
 Walker, J. V., 47
 Walker, W. M., 47
 Ward, Bertie, 92
 Washington, Gen., 9, 11, 381
 Weaver, John, 316
 Weaver, S. R., 47
 Weaver, W. W., 47
 Webber, Henry, 60
 Webber, Nettie, 92
 Webber, Will E., 279
 Webkemeyer, C. W., 98
 Welborns, The, 52
 West, B. M., 47
 Westbrook, Daisy, 68
 White, George, 48
 White, J. H., 47
 White, Minnie, 47
 Whiting, Loren, 129

Whitney, Eli, 308
 Whittaker, Anna, 92
 Whittier, John G., 308, 333
 Wiggs, Herman, 92
 Willard, Frances E., 347
 Wilhite, I. N., 281
 Williams, Blanche, 136
 Williams, J. L., 47
 Wilson, A. H., 174
 Wilson, Caddie, 92
 Wilson, Dora, 174
 Wilson, James, 135
 Wilson, Mary, 174
 Wilson, President, 195, 199
 Winning, Maggie, 99
 Winters, Rhoda, 47
 Witte, Envoy, 299
 Witte, Sergius, 313
 Wolf, James, 80
 Wolf, J. L., 76
 Wright, Mabel, 92
 Wright, Pearl, 92
 Wright, Steele, 126
 Wroton, Georgia, 47, 68
 Wroton, Sallie, 47

Y

Yates, Richard, 389
 Young, Cynthia, 68
 Young, David G., 153, 154,
 155, 156, 157, 159, 202
 Young, Ida, 154
 Young, Jim, 68
 Young, Laura, 68
 Youngblood, Lucinda (Ty-
 ree), 166
 Youngblood, Nora (Erwin),
 168
 Youngblood, Paul, 92
 Youngblood, Reuel, 168
 Youngblood, Solomon B.,
 166
 Youngblood, T. E., 92, 93
 Youngblood, T. J., 166, 167,
 168



